DOCUMENT RESUME

ED 339 886 CE 059 836

AUTHOR Dougherty, Barbara B.
TITLE Single Parents, Homemakers, Displaced Homemakers: A Study of Program Needs, Services, and Activities.
INSTITUTION Wisconsin Univ., Madison. Vocational Studies Center.
SPONS AGENCY Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE Oct 90
NOTE 142p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Access to Education; Adult Education; Ancillary School Services; *Displaced Homemakers; *Educational Needs; Educational Planning; Employment Problems; Females; *Homemakers; Job Training; *Needs Assessment; Nontraditional Occupations; *One Parent Family; Participant Characteristics; Program Development; State Surveys; Statewide Planning; Technical Institutes; Two Year Colleges; Unemployment; Vocational Education; *Womens Education
IDENTIFIERS *Wisconsin

ABSTRACT

A study assessed the needs of Wisconsin single parents, homemakers, and displaced homemakers and identified barriers they encounter in obtaining education, training, and employment. A total of 770 new participants from 15 vocational/technical colleges responded to the written survey; 335 responded to the program completers' survey; 15 lead staff completed the staff survey; 43 individuals completed the All Staff surveys; and 7 program participants were interviewed on site. Program staff were interviewed at three locations. Of the educational activities presented in the needs assessment, over half of the new participants indicated needs in all areas. Strongest needs were for career assessment, career planning, counseling, financial support, and training for job skills. Overall, age, ethnicity, community size, and participant category somewhat influenced activities and services needed. Fear of failure was by far the major barrier to program participation. Over half of the program completers indicated needs in all areas of educational activities and services. Programs determined participants' needs in various ways. A wide range of educational activities and support services were available and addressed the broad range of needs participants indicated. Better links with community organizations and better communication within and outside institutions were recommended. (The text contains 70 tables. Appendixes include 17 additional tables and instruments.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

20-903-150-290

WI 90 RE 08

ED339886

Single Parents, Homemakers, and Displaced Homemakers:

A Study of Program Needs, Services, and Activities

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

O Nelson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE 055 836

Vocational Studies Center School of Education University of Wisconsin-Madison

Funding for this study was provided by the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) through the Carl Perkins Vocational Education Act, P.L. 98-524. Conclusions expressed in this report do not necessarily represent the view point of the WBVTAE.

The University of Wisconsin is an equal opportunity employer. It is the policy of the University of Wisconsin not to discriminate in employment on the basis of sex, age, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, or sexual orientation.

BEST COPY AVAILABLE

Single Parents, Homemakers, Displaced Homemakers:

A Study of Program Needs, Services, and Activities

by
Barbara B. Dougherty

Vocational Studies Center
University of Wisconsin-Madison
School of Education

October, 1990

TABLE OF CONTENTS

	Page
List of Tables	iii
Introduction	1
Methodology	7
Data Display and Discussion	
New Participants' Data	11
Program Completers' Data	29
Lead Staff Responses	49
On-Site Interviews	65
Summaries of Programming Issues	75
Summary, Conclusions, and Recommendations	83
Appendix	95

LIST OF TABLES

TABLE		PAGE
1.	Enrollment Status of New Program Participants	11
2.	Age Level of New Participants in Program	12
3.	Age Level by Enrollment Status of New Participants	12
4.	Ethnic Background of New Program Participants	12
5.	Disability Status of New Program Participants	12
6.	Poverty or Non-Poverty Income Level of New Program Participants	13
7.	New Participants at or Below Federal Poverty Guidelines by Enrollment Status	13
8.	Monthly Household Income of New Program Participants	13
9.	Number of Dependents for Which New Program Participants are Financially Responsible	14
10.	Financial Dependency Responsibilities by Enrollment Status of New Participants	14
11.	Major Source of Income for New Program Participants	14
12.	Dependents of New Participants Which Require Child Care	15
13.	Type of Community in Which New Program Participants Reside	15
14.	Highest Level of Education Achieved by New Program Participants	16
15.	Employment Background of New Program Participants	16
16.	Employment Background by Enrollment Status of New Participants	17
17.	Type of Most Recent Job Held by New Program Participants	17
18.	Level of Need Indicated by New Program Participants	18
19.	Strong Needs Indicated by Enrollment Status of New Participants	19
20.	Strong Needs Indicated by New Participants by Their Age Levels	20
21.	Strong Needs Indicated by Minority/Non-Minority Factor of New Participants	21

TABLE (cont.) PAGE

22. Strong Needs Indicated by Type of Community in Which New Participants Reside 22

23. Major Problems Currently Experienced by New Program Participants 23

24. Major Problems Experienced by the Enrollment Status of New Participants 24

25. Major Problems Currently Experienced by Minority/Non-Minority Factor of New Participants 25

26. Major Problems Experienced by Age Levels of New Participants 26

27. Major Problems Experienced by Size of Community in Which New Participants Reside 27

28. Enrollment Status of Program Completers 29

29. Age Level of Program Completers 30

30. Ethnic Background of Completers 30

31. Disability Status of Program Completers 30

32. Poverty or Non-Poverty Income Level of Program Completers 30

33. Monthly Household Income for Completers 31

34. Number of Dependents for Which Program Completers are Financially Responsible 31

35. Major Source of Income for Program Completers 31

36. Dependents of Completers Requiring Child Care 32

37. Highest Level of Education Achieved by Program Completers 32

38. Type of Community in Which Program Completers Reside 33

39. Type of Recent Job Held by Program Completers 33

40. Employment and Training Status of Program Completers 34

41. Employment and Training Status of Homemakers, Displaced Homemakers, and Single Parents 34

42. Level of Needs Indicated by Program Completers 35

43. Strong Needs Indicated by Homemakers, Displaced Homemakers, and Single Parents who Completed the Program 37

TABLE (cont.) PAGE

44. Strong Needs Indicated by Age Level of Program Completers 38

45. Strong Needs Indicated by Minority or Non-Minority Factor of Program Completers 39

46. Strong Needs Indicated by Size of Community in Which Completers Reside 40

47. Major Problems Currently Experienced by Program Completers 41

48. Current Major Problems Indicated by Homemakers, Displaced Homemakers, and Single Parents who Have Completed the Program 42

49. Major Problems Currently Experienced by Program Completers by Age Categories 43

50. Major Problems Experienced by Minority or Non-Minority Factor of Program Completers 44

51. Services Received by Program Completers 45

52. Services Received by Homemakers, Displaced Homemakers, and Single Parents who Completed the Programs 46

53. Services Received by Age Categories of Program Completers 46

54. Most Helpful Services Received by Program Completers 47

55. Services Offered by Programs 49

56. Core Instruction in Which All Program Enrollees Participate 50

57. Hours and Types of Instruction Available for Participants to Self-Select 51

58. Estimated Percentage of Program Participants Staff Referred to Services and/or Programs Within Their Institutions 52

59. Community Agencies to Which Participants Have Been Referred for Services 53

60. Meeting Occasions with District Staff About Single Parent/Homemaker Programs and Participants 54

61. Program Activities and Services Difficult to Implement and Reasons for Difficulty 56

62. Ways Staff Communicate/Inform District Boards About Programs, Participants, Services, and Successes 57

TABLE (cont.) PAGE

63. Ways Staff Communicate/Inform District Directors and Administrators About Programs, Participants, Services, and Successes 57

64. Ways Staff Communicate/Inform District Staff About Programs, Participants, Services and Successes 58

65. Ways Staff Communicate/Inform Community About Programs, Participants, Services, and Successes 58

66. Significant Institutional Barriers Encountered by Staff in Serving Single Parents, Homemakers, and Displaced Homemakers and Moving Them Into Education, Training, and Employment 59

67. Significant Participant Barriers Encountered by Staff in Serving Single Parents, Homemakers, and Displaced Homemakers and Moving Them Into Education, Training, and Employment 60

68. Significant Community Barriers Encountered by Staff in Serving Single Parents, Homemakers, and Displaced Homemakers 60

69. Curriculum Resources Needed by Staff Working with Single Parents, Homemakers, and Displaced Homemakers 62

70. Staff Training Needs for Staff Working with Single Parents, Homemakers, and Displaced Homemakers 64

1a. Some Level of Need Indicated by Enrollment Status of New Participants 97

2a. No Level of Need Indicated by the Enrollment Status of New Participants 98

3a. Some Level of Need Indicated by Age Level of New Participants 99

4a. No Level of Need Indicated by Age Level of New Participants 100

5a. Some Level of Need Indicated by Minority or Non-Minority Factor of New Participants 101

6a. No Level of Need Indicated by Minority or Non-Minority Factor of New Participants 102

7a. Some Level of Need Indicated by Size of Community in Which New Participants Reside 103

8a. No Level of Need Indicated by Size of Community in Which New Participants Reside 104

TABLE (cont.) PAGE

9a. Some Level of Need Indicated by Homemakers, Displaced Homemakers, and Single Parents who Completed the Program 105

10a. No Level of Need Indicated by Homemakers, Displaced Homemakers, and Single Parents who Completed the Program 106

11a. Some Level of Need Indicated by Age Level of Program Completers 107

12a. No Level of Need Indicated by Age Level of Program Completers 108

13a. Some Level of Need Indicated by Minority or Non-Minority Factor of Program Completers 109

14a. No Level of Need Indicated by Minority or Non-Minority Factor of Program Completers 110

15a. Some Level of Need Indicated by Size of Community in Which Completers Reside 111

16a. No Level of Need by Size of Community in Which Completers Reside 112

17a. Services Program Completers Did Not Receive But Desired 113

ACKNOWLEDGMENTS

Appreciation is extended to Fran Johnson and Norm Kenney for their input during several phases of the study.

Appreciation is also extended to the Single Parent, Homemaker, and Displaced Homemaker Program staff and participants. Without their contribution of time and effort this study would not have been possible.

Thank you to Pat Leary for her technical assistance and support.

INTRODUCTION

BACKGROUND OF STUDY

The passage of the Carl D. Perkins Vocational Education Act in 1984 (P.L. 98-524) represented a new federal policy commitment to provide improved vocational services to women. The Act contains the largest set-aside provision (Single Parents/Homemakers/Displaced Homemakers) in the history of federal dollars for vocational training for women and girls. This legislation requires each state to spend 12% of its federal dollars on programs, services, and activities for single parents and homemakers and for programs to promote sex equity (3.5% in Sex Equity and 8.5% in Single Parent/Homemaker activities). The Perkins' legislation provides some new tools and strengthens old tools for effecting systemic change to increase the economic self-sufficiency of women and girls. To administer this landmark legislation, a major issue for the Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE) system is that funds provided serve the intent of the law and ultimately meet the education and employment needs of single parents, homemakers, and displaced homemakers. The definitions for these populations used in this study follow:

"Homemaker" means an individual who:

- o is an adult
- o has worked as an adult primarily without remuneration to care for the home and family and, for that reason, has diminished marketable skills.

"Displaced Homemaker" means an individual who:

- o has worked within the home for a substantial number of years
- o is displaced from homemaker role because of separation, divorce, death or disability of spouse.

"Single Parent" means an individual who:

- o is unmarried or legally separated from a spouse, and
- o has a minor child or children for which the parent has either custody or joint custody.

The Vocational Education Task Force of the National Coalition for Women and Girls in Education is acclaimed for their contributions to the reauthorization of the Vocational Education Act in 1984, resulting in the Single Parent/Homemaker set-aside. In April 1988, the Task Force reported their research on the implementation of the set-aside at the yearly National Leadership Development Conference for Vocational Sex Equity Coordinators. Some of their recommendations based on the research follow:

> Develop data collection procedures appropriate to the target populations being served by the set-aside. The procedures should provide information about program services and outcomes as well as who is being served. This requirement will promote effective evaluation of both needs and services.
>
> ...assure that special consideration be given to displaced homemakers and those with the greatest financial need when using funds allocated for single parents and homemakers.
>
> Evaluate the effectiveness of programs in meeting the education and employment needs of women.
>
> ...increase access for women (including displaced homemakers and single heads of household) to vocational education and to increase male and female students enrollment in nontraditional programs.
>
> Develop program models and solutions to prepare women for higher-wage occupations.

As current and projected economic conditions mandate increased participation by women in the work force, it is increasingly important that federal employment and training programs be designed to meet their needs.

Source: ***A Report on Implementation of the Sex Equity Provisions of the Carl D. Perkins Vocational Education Act. Prepared by the Vocational Education Task Force of the National Coalition for Women and Girls in Education, April 1988.***

The overall goal of the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) for funded single parent and homemaker activities is to prepare single parents and homemakers for economic self-sufficiency. The 1987-88 state data show that over 3,600 single parents, homemakers, and displaced homemakers in the state participated in programs and activities that receive support from the set-aside. (1989-90 data were not available at the time of this writing.)

To date, minimal statewide data are collected that focus on the state and national intent of the legislation. Current program data focus, basically, on demographic information about participants. Efforts to collect information statewide have not focused on program activities, participant needs, barriers encountered, or staff development needs, all of which impact on the successful preparation of this population to obtain marketable skills and reach economic self-sufficiency.

STUDY PURPOSE AND OBJECTIVES

This study evolved to capture a more comprehensive data base for decision making at both the state and local levels. Study conclusions and recommendations reflect ways to strengthen program activities and services for effectively meeting the education and employment needs of single parents, homemakers, and displaced homemakers. This ultimately leads to marketable skills and economic self-sufficiency.

The following objectives provide the framework to accomplish the overall purpose of this study:

Assess the needs of single parents, homemakers, and displaced homemakers that can affect their ability to obtain vocational training, secure employment, or improve their employment situation.

Identify personal and situational problems of single parents, homemakers, and displaced homemakers that can affect their ability to obtain vocational training, secure employment, or improve their employment situation.

Assess the needs of single parents, homemakers, and displaced homemakers served by the program that can affect their attainment of marketable skills and economic self-sufficiency.

Identify personal and situational problems of single parents, homemakers, and displaced homemakers served by the program that can affect their attainment of marketable skills and economic self-sufficiency.

Determine the scope of educational services and activities available to and received by single parents, homemakers, and displaced homemakers which facilitate and enhance their education and training experience.

Determine if Single Parent/Homemaker Programs give consideration as to the enrollment and provision of services to those persons most in need, economically and in terms of age, ethnicity, and disability.

Determine the status of nontraditional occupations/higher wage occupations as a viable career option within program emphasis and with single parents, homemakers, and displaced homemakers.

Determine the extent of single parents', homemakers', and displaced homemakers' needs which program staff find difficult to address or are unable to meet and the barriers experienced by staff in providing successful programming.

Determine the extent of coordinated services and educational activities for single parents, homemakers, and displaced homemakers, within and outside the institution.

Identify patterns of communication within and outside the institution regarding programming for single parents, homemakers, and displaced homemakers.

Identify program staff needs for curriculum resources and staff development activities.

Provide instrumentation to local program staff for their use in assessing, developing, and refining program activities and services on an ongoing basis.

STUDY AUDIENCE

The primary audience for this Needs Assessment Study are the Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE), the 16 VTAE districts in the state, and the Single Parent and Homemaker Programs offered through the districts.

METHODOLOGY

DESIGN BACKGROUND

The study purposes were threefold: 1) to provide information on the needs of single parents, homemakers, and displaced homemakers as well as barriers they encounter in obtaining education, training, and employment; 2) to provide a statewide and local perspective on meeting this population's needs; and 3) to identify staff development and resource needs. A Needs Assessment Advisory Committee comprised of staff from each of the 16 Single Parent/Homemaker Programs at the Wisconsin vocational colleges determined the scope and sequence of the data collection. Along these same lines, additional input was obtained from staff of the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE).

It was determined that all information needs could be met by conducting the following data-gathering activities:

- Administration of a written survey to two populations of participants of Carl Perkins Vocational Education funded Single Parent/Homemaker programs within the Wisconsin Vocational Education System: 1) New Participants and 2) Program Completers (persons who have completed career planning and/or other instructional services provided by the Single Parent/Homemaker Program though some may still receive minimal services from the program), within the time frame of November 5, 1989 through March 18, 1990.

- Conduction of an on-site survey of three Carl Perkins Vocational Education funded Single Parent/Homemaker Programs (participants and staff) within the Wisconsin Vocational Education System with selection based on types of services provided, history of providing effective career development services to women, continuity of program, and geographic location.

- Administration of a written survey of lead staff of the Carl Perkins Vocational Education funded Single Parent/Homemaker Programs at each of the 16 vocational/technical colleges within the state.

- o Administration of a written survey of all staff to the Carl Perkins funded Single Parent/Homemaker Programs at each of the 16 vocational/technical colleges within the state.

Basically the types of information desired from the program participants were 1) identification of needs affecting their ability to obtain vocational training, secure employment, and improve their employment situation; 2) identification of the major problems that created barriers to their training and employment; and 3) identification of services they received and which were most effective for them. Further, five types of information were needed from program staff: 1) the comprehensiveness of education and support services provided by programs; 2) referral patterns; 3) communication activities; 4) barriers to effective programming; and 5) staff development and resource needs.

Based on the proposed study objectives and the identified information needs, structured interview formats were developed as follows:

New Participant Survey: Single Parent/Homemaker Program Needs

Program Completer Survey: Single Parent/Homemaker Program Needs

Staff On-Site Interview Format

On-Site Participant Interview

Lead Staff For Single Parent/Homemaker Program: Needs Assessment Survey

Instructors and Other Providers of Education Services and Activities in Single Parent/Homemaker Programs:
- Needs Assessment Survey
- Staff Development Needs
- Curriculum Resources Needs

Copies of these surveys and interview formats are filed supplemental to this report, as exhibits in the Appendix.

Recognition is given here to the following research studies which were reviewed by the Need's Assessment Advisory Committee and provided background for this study's design and instrumentation:

Evaluation Report on Single Parent and Displaced Homemaker Programs in Oregon -- Prepared for the Oregon Department of Education by Bonnie J. Faddis, Northwest Regional Educational Laboratory.

Kentucky Needs Assessment for Single Parents and Homemaker -- Prepared for the Kentucky Department of Education by Keith Bayne and Deborah Buckley-Daum, Department of Occupational Education, School of Education, University of Louisville.

A Status Report on Single Parents and Homemakers Programs in New Jersey -- Developed by Life Skills Center, Department of Home Economics, School of Professional Studies, Montclair State College.

Single Parents and Homemakers Effectiveness Study -- Prepared for the Indiana Commission on Vocational and Technical Education by Fred C. McCormick and Eileen R. McCormick, Educational Operations Concepts. Inc.

DATA GATHERING STRATEGIES

A total of 770 new participants from 15 vocational/technical colleges participated in the written survey while there were 335 respondents (from 15 programs) to the program completers survey. Fifteen lead staff completed the staff survey. Forty-three individuals completed the All Staff surveys. A total of seven program participants were interviewed on-site. The number of program staff interviewed at the three on-site locations varied. Basically the information was obtained from one staff person responsible for the program at each location.

Single Parent/Homemaker/Displaced Homemaker Program staff administered the participant surveys. The Lead Staff surveys and the All Staff surveys were sent to each program for distribution to the appropriate persons. The Project Director conducted the on-site interviews of both the participants and the staff. Staff at each of the sites selected the program participants to be interviewed based on how they reflected the diversity of individuals served as well as their outcomes in terms of training and employment.

DATA ANALYSIS

Data collection forms were returned to the Vocational Studies Center for processing. Quantifiable responses were analyzed according to the frequency of each response. With input from the WBVTAE Consultant for the Single Parent/Homemaker Program, certain data were selected for cross-tabulation of need and problem factors and demographic data. Those items which required open-ended responses were analyzed for content. This analysis resulted in lists of key points and ideas which in turn were classified when possible. The on-site interview data were translated into participant profiles and narrative summaries of key programming issues. A summary and display of the major data analyses is presented in the following section. Data not discussed can be found in the Appendix.

DATA DISPLAY AND DISCUSSION

The data and discussion is presented in the following sections: New Program Participants' Data, Program Completers' Data, Lead Staff Responses, and On-site Interview Findings. Each section gives a brief description of the population surveyed or interviewed and other information pertinent to interpreting the data collected.

NEW PARTICIPANTS' DATA

Demographic Description and Profile of New Program Participants

Of the 770 new program participants that completed the Needs Assessment Survey from November 5, 1989 through April 30, 1990, the largest percent identified themselves as single parents (39%). Homemakers represented the next largest group at 33%, with displaced homemakers following at 23%. Over half of the new participants were ages 25 through 44. In looking at the data by enrollment status, the breakout shows over half of each group is in that age category. This is to be expected. Ethnically, 84% of the new participants were white while approximately 14% represented minority populations. Of the total number of respondents, 18% indicated they had disabilities, which is somewhat higher than the national average of 10% for the general population.

Table 1: Enrollment Status of New Program Participants*

Status	*Frequency*	*Percentage of 770 Respondents*
"Single Parent" means an individual who: o is unmarried or legally separated from a spouse, and o has a minor child or children for which the parent has either custody or joint custody	301	39%
"Homemaker" means an individual who: o is an adult, and o has worked as an adult primarily without remuneration to care for the home and family and, for that reason, has diminished marketable skills	255	33%
"Displaced Homemaker" means an individual who: o has worked within the home for a substantial number of years o is displaced from homemaker role because of separation, divorce, death or disability of spouse	180	23%

* Frequency and percentages do not equal 770 and 100%, respectively, because all respondents did not respond to this item.

Table 2: Age Level of New Participants in Program*

Age Level	*Frequency*	*Percentage of 770 Respondents*
25-44	518	67.0%
45-64	157	20.0%
18-24	84	11.0%
65 years and older	1	0.1%

Table 3: Age Level by Enrollment Status of New Participants

Age Levels	*Percentage by*		
	Homemakers (255)	*Displaced Homemakers* (180)	*Single Parents* (301)
18-24	4.0%	4.0%	21.0%
25-44	67.0%	62.0%	73.0%
45-64	29.0%	34.0%	5.0%
65 years and older	0.1%	0	0

Table 4: Ethnic Background of New Program Participants*

Ethnic Background	*Frequency*	*Percentage of 770 Respondents*
White, not of Hispanic origin	649	84.0%
Black, not of Hispanic origin	67	9.0%
American Indian or Alaskan Native	26	3.0%
Hispanic	17	2.0%
Asian or Pacific Islander	1	0.1%

Table 5: Disability Status of New Program Participants*

Status	*Frequency*	*Percentage of 770 Respondents*
No	607	79%
Yes	140	18%

* Frequencies and percentages do not equal 770 and 100%, respectively, because all respondents did not respond to this item.

Fifty-seven percent of the new participants had incomes at or below the federal poverty guidelines. Single parents represented 79% of these individuals while displaced homemakers followed at 61%. Homemakers understandably had the lowest number of individuals at or below the poverty level. For 50% of the respondents this translated into a maximum monthly income of $668 while 46% are responsible financially for two to three dependents including themselves. On an average, single parents have 3.7 dependents followed by 2.8 dependents for displaced homemakers, while homemakers have 2.5 dependents. The major source of income for respondents is AFDC (39%). The "Other" category which includes the following written items received the next highest percentage of responses (27%): spouse's income, Social Security Insurance, Unemployment Compensation, General Relief, etc. Following closely, "Salary from job" is a major source of income for 25% of the respondents.

Table 6: Poverty or Non-Poverty Income Level of New Program Participants*

Income Levels	*Frequency*	*Percentage of 770 Respondents*
Poverty	438	57%
Non-Poverty	300	40%

Table 7: New Participants at or Below Federal Poverty Guidelines by Enrollment Status*

Income Level	*Percentage by*		
	Homemakers (225)	*Displaced Homemakers* (180)	*Single Parents* (301)
Poverty	28%	61%	79%
Non-Poverty	67%	35%	19%

Table 8: Monthly Household Income of New Program Participants*

Level of Income	*Frequency*	*Percentage of 770 Respondents*
$500 or less	224	29%
$501 to $668	165	21%
$669 to $838	100	13%
$1,349 or more	75	10%
$839 to $1,008	72	9%
$1,009 to $1,178	69	9%
$1,179 to $1,348	40	5%

* Frequencies and percentages do not equal 770 and 100%, respectively, because all respondents did not respond to this item.

Table 9: Number of Dependents for Which New Program Participants are Financially Responsible*

Dependents	*Frequency*	*Percentage of 770 Respondents*
Two	188	24%
Three	169	22%
One	123	16%
Four	110	14%
None	92	12%
Five	47	6%
Six or more	28	4%

Table 10: Financial Dependency Responsibilities by Enrollment Status of New Participants

Dependents	*Percentage by*		
	Homemakers (225)	*Displaced Homemakers* (180)	*Single Parents* (301)
None	26%	11%	2%
One	20%	26%	7%
Two	15%	19%	36%
Three	13%	17%	32%
Four	12%	16%	17%
Five	8%	7%	5%
Six or more	6%	4%	1%

Table 11: Major Source of Income for New Program Participants*

Sources	*Frequency*	*Percentage of 770 Respondents*
AFDC	301	39.0%
Other	204	27.0%
Salary from job	195	25.0%
Child support and/or alimony/maintenance	52	7.0%

* Frequencies and percentages do not equal 770 and 100%, respectively, because all respondents did not respond to this item.

As Table 12 indicates, 56% of the new participants have one to four dependents requiring child care. However, 41% had no c[illegible] care needs.

Table 12: Dependents of New Participants Which Require Child Care*

Dependents	*Frequency*	*Percentage of 770 Respondents*
One to two	369	48.0%
None	318	41.0%
Three to four	60	8.0%
Five or more	4	0.4%

* Frequencies and percentages do not equal 770 and 100%, respectively, because all respondents did not respond to this item.

Not surprisingly, 57% of the new participants indicated they lived in a rural area. It is interesting to note that 11% of the new participants are farm women. However, data were not cross tabulated to determine if a majority of these individuals are homemakers or represent displaced homemakers or single parents proportionally to the total new participant population.

Table 13: Type of Community in Which New Program Participants Reside*

Type of Community	*Frequency*	*Percentage of 770 Respondents*
Rural - Area with population under 50,000	442	57%
Urban - City with population 50,000 or over	216	28%
Farm	82	11%

* Frequencies and percentages do not equal 770 and 100%, respectively, because all respondents did not respond to this item.

Forty-four percent of the new participants are high school graduates or have obtained a GED. Surprisingly, 29% of the respondents have some college or vocational training in their background. Overall, 87% of the respondents are prime candidates for additional education and training.

Table 14: Highest Level of Education Achieved by New Program Participants

Educational Level	*Frequency*	*Percentage of 770 Respondents*
High school/GED	342	44%
Some college or vocational training	222	29%
Less than high school	106	14%
Associate degree/vocational diploma	47	6%
Bachelor's degree or more	39	5%

In looking at the new participants' employment background, the largest number of respondents (60%) indicated they had been employed at one time but are not now. Although the number of individuals underemployed exceeds the number of persons employed, this does seem to indicate that even though new participants are employed they are rightfully enrolled in the program. In the breakout of the data, a small percentage of single parents, homemakers, and displaced homemakers fairly consistently across groups have never been employed. The greatest differences are between homemakers and single parents in terms of "not being employed" and "underemployed" which basically negate one another and further serve to support both groups career development needs. Service worker (34%) is the most recent job type held by the new participants, with a work history, at approximately twice the frequency rate of the next highest job type--clerical (15%). The issue emerging from Table 17 is that a significant number of new participants probably worked at jobs using lower levels of technical skills and/or which paid at the lower end of the wage scale.

Table 15: Employment Background of New Program Participants

Employment Categories	*Frequency*	*Percentage of 770 Respondents**
Have been employed but not now	465	60%
Underemployed (in a low paying job using less skills than you have)	205	27%
Currently employed	163	21%
Never been employed	49	6%

**Multiple responses possible*

Table 16: Employment Background by Enrollment Status of New Participants*

Employment Backgrounds	Percentage by Homemakers (255)	Displaced Homemakers (180)	Single Parents (301)
Never been employed	7%	4%	7%
Currently employed	21%	22%	21%
Have been employed but not now	57%	59%	64%
Underemployed (in a low paying job using less skills than you have)	31%	28%	21%

**Multiple responses possible*

Table 17: Type of Most Recent Job Held by New Program Participants

Types of Jobs	Frequency	Percentage of 770 Respondents
Service worker (food service, cashier, teller, nurses aid, motel/hotel housekeeping)	261	34%
Clerical (secretary, data processor, etc.)	119	15%
Operative (packer, wrapper, assembler, driver)	99	13%
Self-employed	63	8%
Never employed	53	7%
Sales	51	7%
Professional/technical (nurse, lab tech, teacher, etc.)	44	6%
Skilled trade/craft (mechanic, carpenter, etc.)	39	5%
Managerial/administrative	19	3%

New Program Participants Needs

Over half of the new program participants indicated they strongly needed "training to upgrade job skills..." (61%), "financial support for text books..." (60%), "career and educational counseling..." (58%), and "career assessment and planning" (54%). At the 41% to 48% level, respondents indicated strong need for "training to obtain beginning job skills" (48%), "job placement where I can advance" (46%), "money/assistance for transportation..." (43%), "job seeking skills..." (43%), "life skills..." (41%). There was some level of need for each of the need items for over 50% of the respondents. The items receiving the highest percent of respondents indicating no need were "money/assistance for child/dependent care..." (42%) and "assistance and referral for legal problems..." (41%). These responses were skewed by a large number of homemakers who in both cases indicated no need (64% and 60%, respectively). In the case of displaced homemakers, 48% indicated no need for child care/assistance with legal problems which is understandable as they represent the older group of new participants.

Table 18: Level of Need Indicated by New Program Participants

Needs	*Level of needs* *Percentage of 770 Participants* Strong	Some	None
Training to upgrade my job skills for a career change/new career	61%	25%	10%
Financial support for text books, tuition, fees	60%	18%	20%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	58%	29%	9%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	54%	31%	13%
Training to obtain beginning job skills	48%	34%	14%
Job placement where I can advance	46%	31%	18%
Money/assistance for transportation to help you take advantage of program services	43%	22%	31%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	43%	39%	14%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	41%	36%	19%
Money/assistance for child/dependent care to help you take advantage of program services	38%	15%	42%
Support group for friendship, emotional support, encouragement	26%	46%	25%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	24%	38%	35%
Personal counseling	23%	43%	31%
Job keeping skills such as attitudes, legal rights, employers' expectations	23%	42%	29%
Assistance and referral for legal problems, health care, other agencies' services, etc.	22%	32%	41%

In looking at strong needs in terms of enrollment categories, the most noticeable difference in the responses is in the case of single parents. Over half of these individuals indicated a strong need for money and assistance for child care and transportation which neither of the other two groups did. Overall the data show that they have much more need for financial support. Another point of interest is that over half of the single parents indicated they need "training to obtain beginning job skills." While this was important to the other two groups, it appears more significant for single parents. A "job placement where I can advance" was a greater need for both displaced homemakers and single parents.

Table 19: Strong Needs Indicated by Enrollment Status of New Participants

Needs	*Homemakers* (255)	*Percentage of Displaced Homemakers* (180)	*Single Parents* (301)
Job placement where I can advance	38%	54%	48%
Training to obtain beginning job skills	40%	48%	56%
Training to upgrade my job skills for a career change/new career	55%	61%	67%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	60%	50%	50%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	54%	63%	58%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	20%	29%	25%
Personal counseling	17%	27%	25%
Support group for friendship, emotional support, encouragement	20%	31%	29%
Financial support for textbooks, tuition, fees	37%	64%	79%
Money/assistance for child/dependent care to help you take advantage of program services	15%	31%	62%
Money/assistance for transportation to help you take advantage of program services	20%	49%	58%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	33%	46%	43%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	43%	43%	42%
Job keeping skills such as attitudes, legal rights, employers' expectations	19%	26%	23%
Assistance and referral for legal problems, health care, other agencies' services, etc.	7%	29%	28%

As shown in Table 20, the major difference indicated by age is that the respondents ages 18 to 24, and 45 and older have a very strong need (73% and 60%, respectively) for career assessment and planning. Overall, financial need and the need for a beginning job skill is less for the older group (45 years of age and over). The youngest new participants (18-24 years of age) expressed the greatest need for financial support over all groups.

Table 20: Strong Needs Indicated by New Participants by Their Age Levels

	Percentage of Respondents At Age Levels			
Needs	*18-24* (84)	*25-44* (518)	*45-64* (157)	*65+* (1)
Job placement where I can advance	39%	48%	45%	0
Training to obtain beginning job skills	62%	50%	37%	0
Training to upgrade my job skills for a career change/new career	63%	63%	57%	0
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	54%	53%	60%	0
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	60%	58%	60%	0
Basic skills improvement in reading, math, writing, science, GED, preparation, etc.	35%	25%	16%	0
Personal counseling	21%	23%	23%	0
Support group for friendship, emotional support, encouragement	25%	29%	20%	0
Financial support for textbooks, tuition, fees	73%	69%	28%	0
Money/assistance for child/dependent care to help you take advantage of program services	73%	41%	6%	0
Money/assistance for transportation to help you take advantage of program services	57%	44%	30%	0
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	42%	44%	30%	0
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	36%	45%	41%	0
Job keeping skills such as attitudes, legal rights, employers' expectations	21%	24%	21%	0
Assistance and referral for legal problems, health care, other agencies' services, etc.	27%	22%	17%	0

Tables 21 and 22 show that minority/non-minority factors as well as the size of community have little impact on the needs factors except in the case of financial support. Minority new participants indicated far greater need for money for child care assistance and transportation (60% and 66%, respectively). In the case of community size, over half of all respondents indicated strong need for financial support for textbooks, tuition, and fees. This follows as well for non-minority respondents. Over half the new participants who indicated they lived on farms expressed a strong need for "job seeking skills..." which was greater than the other two groups.

Table 21: Strong Needs Indicated by Minority/Non-Minority Factor of New Participants

Needs	*Percentage of Respondents* Minority (111)	Non-Minority (649)
Job placement where I can advance	51%	46%
Training to obtain beginning job skills	51%	48%
Training to upgrade my job skills for a career change/new career	65%	61%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	45%	56%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	54%	59%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	29%	23%
Personal counseling	21%	23%
Support group for friendship, emotional support, encouragement	23%	27%
Financial support for textbooks, tuition, fees	81%	57%
Money/assistance for child/dependent care to help you take advantage of program services	60%	34%
Money/assistance for transportation to help you take advantage of program services	66%	39%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	35%	42%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	41%	43%
Job keeping skills such as attitudes, legal rights, employers' expectations	25%	23%
Assistance and referral for legal problems, health care, other agencies' services, etc.	32%	20%

Table 22: Strong Needs Indicated by Type of Community in Which New Participants Reside

Needs	*Percentage of Respondents by Community Size* Urban (216)	Rural (442)	Farm (82)
Job placement where I can advance	47%	47%	44%
Training to obtain beginning job skills	51%	50%	39%
Training to upgrade my job skills for a career change/new career	67%	62%	48%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	46%	60%	52%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	58%	59%	52%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	21%	26%	21%
Personal counseling	20%	25%	22%
Support group for friendship, emotional support, encouragement	26%	27%	24%
Financial support for textbooks, tuition, fees	69%	59%	52%
Money/assistance for child/dependent care to help you take advantage of program services	48%	35%	26%
Money/assistance for transportation to help you take advantage of program services	47%	42%	35%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	35%	43%	48%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	39%	43%	51%
Job keeping skills such as attitudes, legal rights, employers' expectations	22%	22%	24%
Assistance and referral for legal problems, health care, other agencies' services, etc.	26%	20%	17%

In identifying their major problems, 62% indicated "fear of failure." Of single parents, homemakers, and displaced homemakers, more displaced homemakers expressed this as their greatest problem (67%). Respondents that live on farms expressed "fear of failure" in greater numbers (71%) than the rural (67%) or urban (51%) participants. The age level factor relative to "fear of failure" is comparable for the youngest (68%) and oldest (67%) participants. Just under half of the single parents responded that lack of credit is a major problem for them (49%). Also, they indicated that "dealing with legal rights ..." (43%) and "lack of appropriate clothing..." (42%) were major problems. The ethnic minority respondents identified "lack of credit..." (59%) and "lack of appropriate clothing..." (45%) as major problems for them. In looking at the data previously discussed, in terms of urban community and youngest age level, responses are those of new participants who are single parents or representatives of ethnic minorities.

Table 23: Major Problems Currently Experienced by New Program Participants

Major Problems	*Frequency*	*Percentage of 770 Respondents*
Fear of failure	479	62%
Lack of credit in your name (credit card, car loan)	296	38%
Lack of appropriate clothing for school or job seeking	262	34%
Lack of health insurance for yourself	241	31%
Dealing with your legal rights (tenant, child support, AFDC, etc.)	216	28%
Dealing with your own health problems	174	23%
Lack of preschool care to attend classes, vocational training or job	173	22%
Lack of after school care to attend classes, vocational training or job	157	20%
Lack of work-study opportunities	156	20%
Inconvenient scheduling of classes or inflexible attendance policies	137	18%
Discrimination by employers (against hiring)	118	15%
Dealing with drug and alcohol problems for yourself or family members	94	12%
Dealing with being a victim of domestic violence or sexual assault	93	12%
Lack of infant care (0-18 months) to attend classes, vocational training or job	74	10%
Lack of instructor/staff support during classes/ vocational training	59	8%
Lack of adult dependent care to attend classes, vocational training or job	24	3%

Table 24: Major Problems Experienced by the Enrollment Status of New Participants

Major Problems	*Percentage by* Homemakers (255)	Displaced Homemakers (180)	Single Parents (301)
Inconvenient scheduling of classes or inflexible attendance policies	22%	12%	19%
Lack of infant care (0-15 months) to attend classes, vocational training, or job	3%	3%	20%
Lack of preschool care to attend classes, vocational training, or job	15%	18%	32%
Lack of after school care to attend classes, vocational training, or job	20%	20%	21%
Lack of adult dependent care to attend classes, vocational training, or job	3%	4%	3%
Lack of instructor/staff support during classes/vocational training	7%	10%	8%
Lack of appropriate clothing for school or job seeking	22%	36%	42%
Lack of work-study opportunities	20%	24%	19%
Lack of health insurance for yourself	26%	40%	31%
Dealing with being a victim of domestic violence or sexual assault	7%	15%	15%
Dealing with your legal rights (tenants, child support, AFDC, etc.)	5%	32%	43%
Lack of credit in your name (credit card, car loan)	29%	35%	49%
Dealing with drug and alcohol problems for yourself or family members	13%	13%	10%
Discrimination by employers (against hiring)	14%	14%	17%
Dealing with your own health problems	19%	26%	22%
Fear of failure	64%	67%	60%

Table 25: Major Problems Currently Experienced by Minority/Non-Minority Factor of New Participants

Problems	*Percentage of Respondents* Minority (111)	Non-Minority (649)
Inconvenient scheduling of classes or inflexible attendance policies	24%	17%
Lack of infant care (0-18 months) to attend classes, vocational training, or job	20%	8%
Lack of preschool care to attend classes, vocational training, or job	28%	22%
Lack of after school care to attend classes, vocational training, or job	25%	20%
Lack of adult dependent care to attend classes, vocational training, or job	7%	3%
Lack of instructor/staff support during classes/vocational training	15%	7%
Lack of appropriate clothing for school or job seeking	45%	32%
Lack of work-study opportunities	28%	19%
Lack of health insurance for yourself	25%	33%
Dealing with being a victim of domestic violence or sexual assault	15%	12%
Dealing with your legal rights (tenants, child support, AFDC, etc.)	40%	26%
Lack of credit in your name (credit card, car loan)	59%	35%
Dealing with drug and alcohol problems for yourself or family members	14%	12%
Discrimination by employers (against hiring)	24%	14%
Dealing with your own health problems	18%	24%
Fear of failure	51%	65%

Table 26: Major Problems Experienced by Age Levels of New Participants

Problems	*Percentage of Respondents At Age Levels* 18-24 (84)	25-44 (518)	45-64 (157)	65+ (1)
Inconvenient scheduling of classes or inflexible attendance policies	19%	18%	18%	0
Lack of infant care (0-18 months) to attend classes, vocational training, or job	32%	9%	0	0
Lack of preschool care to attend classes, vocational training, or job	46%	24%	3%	0
Lack of after school care to attend classes, vocational training, or job	10%	25%	10%	0
Lack of adult dependent care to attend classes, vocational training, or job	2%	3%	5%	0
Lack of instructor/staff support during classes/vocational training	14%	8%	5%	0
Lack of appropriate clothing for school or job seeking	44%	37%	17%	0
Lack of work-study opportunities	25%	20%	19%	0
Lack of health insurance for yourself	27%	32%	34%	0
Dealing with being a victim of domestic violence or sexual assault	7%	14%	10%	0
Dealing with your legal rights (tenant, child support, AFDC, etc.)	45%	30%	11%	0
Lack of credit in your name (credit card, car loan)	58%	38%	27%	0
Dealing with drug and alcohol problems for yourself or family members	12%	12%	13%	0
Discrimination by employers (against hiring)	13%	15%	18%	0
Dealing with your own health problems	21%	21%	29%	100%
Fear of failure	68%	60%	67%	100%

Table 27: Major Problems Experienced by Size of Community in Which New Participants Reside

Problems	*Percentage of Respondents by Community Size* Urban (216)	Rural (442)	Farm (82)
Inconvenient scheduling of classes or inflexible attendance policies	19%	16%	23%
Lack of infant care (0-18 months) to attend classes, vocational training, or job	19%	21%	23%
Lack of preschool care to attend classes, vocational training, or job	5%	3%	1%
Lack of after school care to attend classes, vocational training, or job	17%	7%	4%
Lack of adult dependent care to attend classes, vocational training, or job	27%	22%	15%
Lack of instructor/staff support during classes/vocational training	8%	8%	7%
Lack of appropriate clothing for school or job seeking	45%	35%	31%
Lack of work-study opportunities	16%	19%	29%
Lack of health insurance for yourself	27%	35%	22%
Dealing with being a victim of domestic violence or sexual assault	12%	12%	16%
Dealing with your legal rights (tenant, child support, AFDC, etc.)	32%	28%	17%
Lack of credit in your name (credit card, car loan)	45%	27%	26%
Dealing with drug and alcohol problems for yourself or family members	8%	14%	13%
Discrimination by employers (against hiring)	18%	13%	22%
Dealing with your own health problems	21%	23%	28%
Fear of failure	51%	67%	71%

PROGRAM COMPLETERS' DATA

Demographic Description and Profile of Program Completers

From November 5, 1989 through April 30, 1990, 335 program completers responded to the Needs Assessment Survey designed for this population. (Please note that this study was not designed for the New Participants and Program Completers to necessarily be the same group of individuals.) For purposes of this study, program completers are persons who have completed career planning and/or other instructional services provided by the Single Parent/Homemaker Program though they may still receive minimal program services. Forty-four percent of the respondents indicated they were single parents and 28% were displaced homemakers while homemakers represented 23%. Over half of these individuals were 25 through 44 years of age. The age group of 45 through 64 was 18% followed closely by 13% for the 18 to 24 age group. Eighty-seven percent of the responding program completers indicated their ethnic background as white followed by African Americans at 6%, American Indian/Alaskan Native at 4%. Hispanic completers represented 0.9% while only one (0.3%) Asian/Pacific Islander responded. Twenty percent of the program completers indicated they had a disability. This is twice the disability rate of 10% for the population at large.

Table 28: Enrollment Status of Program Completers*

Status	*Frequency*	*Percentage of 335 Respondents*
"Single parent" means an individual who: o is unmarried or legally separated from a spouse, and o has a minor child or children for which the parent has either custody or joint custody	148	44%
"Displaced Homemaker" means an individual who: o has worked within the home for a substantial number of years o is displaced from homemaker role because of separation, divorce, death or disability of spouse	95	28%
"Homemaker" means an individual who: o is an adult, and o has worked as an adult primarily without remuneration to care for the home and family and, for that reason, has diminished marketable skills	76	23%

* Frequencies and percentages do not equal 335 and 100%, respectively, because all respondents did not respond to this item.

Table 29: Age Level of Program Completers*

Ages	*Frequency*	*Percentage of 335 Respondents*
25-44	221	66.0%
45-64	60	18.0%
18-24	42	13.0%
65 years and older	2	0.6%

Table 30: Ethnic Background of Completers*

Ethnic Background	*Frequency*	*Percentage of 335 Respondents*
White, not of Hispanic origin	292	87.0%
Black, not of Hispanic origin	20	6.0%
American Indian or Alaskan Native	14	4.0%
Hispanic	3	0.9%
Asian or Pacific Islander	1	0.3%

Table 31: Disability Status of Program Completers*

Status	*Frequency*	*Percentage of 335 Respondents*
Yes	250	75%
No	66	20%

Of the completers, 62% are at or below the federal poverty guidelines. In terms of monthly income, over half of the respondents (54%) receive $688 or less a month while 68% of the completers are financially responsible for two to four dependents. For just under 50% of the respondents, their major source of income is "AFDC" followed by "DVR" (22%) and "salary from job" (21%).

Table 32: Poverty or Non-Poverty Income Level of Program Completers*

Financial Status	*Frequency*	*Percentage of 335 Respondents*
Poverty	206	62%
Non-Poverty	119	36%

* Frequencies and percentages do not equal 335 and 100%, respectively, because all respondents did not respond to this item.

Table 33: Monthly Household Income for Completers*

Household Income	*Frequency*	*Percentage of 335 Respondents*
$500 or less	99	30%
$501 to $668	80	24%
$669 to $838	46	14%
$1,349 or more	35	10%
$839 to $1,008	30	9%
$1,009 to $1,178	21	6%
$1,179 to $1,348	16	5%

Table 34: Number of Dependents for Which Program Completers are Financially Responsible*

Dependents	*Frequency*	*Percentage of 335 Respondents*
Three	103	31%
Two	79	24%
Four	45	13%
None	41	12%
One	34	10%
Five	20	6%
Six or more	8	2%

Table 35: Major Source of Income for Program Completers*

Income Sources	*Frequency*	*Percentage of 335 Respondents*
AFDC	162	48.0%
DVR	75	22.0%
Salary from job	70	21.0%
Child support and/or alimony/maintenance	21	6.0%
Student Financial Aid or other educational aid	3	0.9%

* Frequencies and percentages do not equal 335 and 100%, respectively, because all respondents did not respond to this item.

As shown on Table 36, 58% of the program completers have one to four dependents requiring child care. However, 39% indicated they have none.

Table 36: Dependents of Completers Requiring Child Care*

Dependents	*Frequency*	*Percentage of 335 Respondents*
One to two	172	51.0%
None	132	39.0%
Three to four	24	7.0%
Five or more	1	0.3%

A higher percentage of completers (34%), than new participants (29%), had some college or vocational training. This may be explained somewhat by the fact that of the completers who responded to the survey, 23% were enrolled or accepted for enrollment in occupational training. Another area of difference between the two populations is that only 9% of the completers had less than a high school education while 14% of the new participants indicated so. This may also be partially explained by their participation and completion of a GED.

Table 37: Highest Level of Education Achieved by Program Completers*

Educational Level	*Frequency*	*Percentage of 335 Respondents*
High school/GED	143	43%
Some college or vocational training	115	34%
Less than high school	31	9%
Associate degree/vocational diploma	25	8%
Bachelor's degree or more	16	5%

* Frequencies and percentages do not equal 335 and 100%, respectively, because all respondents did not respond to this item.

As to be expected in Wisconsin, the highest percentage of program completers who responded to the survey live in the rural area (60%). The breakout of percentages was similar for both the new participants and the program completers in terms of the type of community in which they reside.

Table 38: Type of Community in Which Program Completers Reside*

Type of Community	*Frequency*	*Percentage of 335 Respondents*
Rural - Area with population under 50,000	200	60%
Urban - City with population 50,000 or over	103	31%
Farm	27	8%

Over half of the completers (51%) indicated they held service or clerical type work as their most recent job. Basically the recent job experience for new program participants and completers appears to be similar. In looking at the employment and training status of program completers, approximately half of the respondents were either enrolled/accepted for enrollment in occupational training (23%) or looking for training (29%). It is interesting to note that lead staff indicated when surveyed that it often takes a year and sometimes more before participants reach a decision point about education and training. At this point, 34% of the respondents indicated they were looking for employment. As shown in Table 40, approximately 80% of them were either displaced homemakers (43%) or homemakers (38%). Single parents (39%) represented the largest group of individuals enrolled/accepted in occupational training.

Table 39: Type of Recent Job Held by Program Completers*

Job Type	*Frequency*	*Percentage of 335 Respondents*
Service worker (food service, cashier, teller, nurses aid, motel/hotel housekeeping)	109	32%
Clerical (secretary, data processor, etc.)	62	19%
Operative (packer, wrapper, assembler, driver)	50	15%
Sales	28	8%
Self-employed	21	6%
Professional/technical (nurse, lab tech, teacher, etc.)	16	5%
Never employed	16	5%
Skilled trade/craft (mechanic, carpenter, etc.)	13	4%
Managerial/administrative	7	2%

* Frequencies and percentages do not equal 335 and 100%, respectively, because all respondents did not respond to this item.

Table 40: Employment and Training Status of Program Completers

Status of Employment and Training	*Frequency*	*Percentage of 335 Respondents**
Never employed	12	4%
Have been employed but not now	179	53%
Underemployed (in low paying job using less skills than you have)	74	22%
In the same job you had when starting the program	50	15%
Enrolled/accepted for enrollment in occupational training	78	23%
Employed (since you began receiving services from the program)	43	13%
Looking for training	98	29%
Looking for employment	113	34%

**Multiple responses possible*

Table 41: Employment and Training Status of Homemakers, Displaced Homemakers, and Single Parents

Employment/Training Status	*Homemakers* (76)	*Percentage of Displaced Homemakers* (95)	*Single Parents* (148)
Never employed	4%	5%	3%
Have been employed but not now	50%	55%	56%
Underemployed (in low paying job using less skills than you have)	25%	17%	26%
In the same job you had when starting the program	11%	18%	13%
Enrolled/accepted for enrollment in occupational training	8%	14%	39%
Employed (since you began receiving services from the program)	21%	17%	7%
Looking for training	29%	39%	22%
Looking for employment	38%	43%	25%

Program Completers' Needs

Over half of the program completers responded that their strongest needs were for "financial support for textbooks, tuition, fees" and "training to upgrade my job skills for a career change/new career." Generally speaking, the strong needs identified by the completers centered around financial issues, training and job placement. Overall, the percentages for the "strong need" items were less than those for the new participants while the "no need" items were higher. Clearly, there is an expressed need for all items by at least 50% of the completers.

This perhaps results from a more comprehensive knowledge base attributed to participation in the program. Through participation in the program individuals became more aware of what they need in order to obtain training and marketable skills to support their individual and family needs. The diversity in which programs are delivered may have also affected need responses. For example, seven of 15 programs/lead staff indicated they offered core instructional components ranging from 40 to 90 hours of comprehensive programming in which all enrollees participate. In six of the programs, participants have the option to self-select components and in doing so they may in fact opt out on information/skill development for which they later expressed a need when surveyed. In the case of one program, the lead staff responded that her program participants were enrolled at the technical college and did not participate in a Single Parent/Homemaker Program educational component.

Table 42: Level of Needs Indicated by Program Completers

	Levels of Need *Percentage of 335 Respondents*		
Needs	*Strong*	*Some*	*None*
Financial support for text books, tuition, fees	53%	22%	22%
Training to upgrade my job skills for a career change/new career	52%	31%	13%
Job placement where I can advance	43%	37%	17%
Money/assistance for transportation to help you take advantage of program services	40%	24%	30%
Training to obtain beginning job skills	37%	35%	26%
Money/assistance for child/dependent care to help you take advantage of program services	36%	12%	46%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	34%	37%	25%
Support group for friendship, emotional support, encouragement	30%	46%	22%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	30%	43%	20%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	30%	39%	26%
Personal counseling	24%	42%	32%
Career assessment and planning to identify interests, abilities, job skills, and develop employment plan	21%	38%	37%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	19%	30%	48%
Assistance and referral for legal problems, health care, other agencies' services, etc.	18%	35%	41%
Job keeping skills such as attitudes, legal rights, employers' expectations	17%	42%	36%

"Some" or "strong need" items where homemakers, single parents, and displaced homemakers who were completers responded at the 50% or above level, the major difference was financial. Looking at Table 43, money and assistance for child care ranked very high for single parents (57%). Single parents' highest ranked need was for financial support for textbooks, tuition, fees (68%). For displaced homemakers, 53%* indicated some need for support groups, though both homemakers and single parents also indicated some need (41% and 42%, respectively). As might be expected, the strongest need indicated by the 18 to 44 age group (Table 44) was "financial support for textbooks, tuition, fees" (59%) followed by "training to upgrade my job skills for a career change/new career" (55%). The strong need most often indicated by the 45 to 65 plus was "job placement where I can advance" (49%). Both age groups (at approximately 45%) indicated some need for support groups. Over 50% of the respondents who represented ethnic minorities (Table 45), indicated their strongest needs to be "financial support for textbooks, tuition, fees" (66%), "training to upgrade my job skills for a career change/new career" (55%), "money/assistance for transportation to help you take advantage of program services" (55%), "money/assistance for transportation to help you take advantage of program services" (50%). The strong need most frequently indicated by completers who reside in an urban community (Table 46) was "financial support for textbooks, tuition, fees" (66%). For completers living in rural areas and on farms their highest "strong need" was "training to upgrade my job skills for a career change/new career" (50% and 56%, respectively).

* *See Table 9a in the Appendix for this specific data. This was the only "some need" item which completers responded to at the 50% or above level.*

Table 43: Strong Needs Indicated by Homemakers, Displaced Homemakers, and Single Parents who Completed the Program

Needs	Percentage of Homemakers (76)	Displaced Homemakers (95)	Single Parents (148)
Job placement where I can advance	45%	44%	41%
Training to obtain beginning job skills	33%	35%	41%
Training to upgrade my job skills for a career change/new career	51%	48%	52%
Career assessment and planning to identify interests, abilities, job skills, and develop employment plan	21%	16%	24%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	33%	36%	32%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	13%	21%	18%
Personal counseling	20%	21%	30%
Support group for friendship, emotional support, encouragement	26%	22%	39%
Financial support for textbooks, tuition, fees	33%	50%	68%
Money/assistance for child/dependent care to help you take advantage of program services	9%	26%	57%
Money/assistance for transportation to help you take advantage of program services	21%	36%	53%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	29%	26%	33%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	28%	22%	29%
Job keeping skills such as attitudes, legal rights, employers' expectations	15%	18%	16%
Assistance and referral for legal problems, health care, other agencies' services, etc.	3%	20%	24%

Table 44: Strong Needs Indicated by Age Level of Program Completers

Needs	*Percentage of Respondents* Ages 18-44 (263)	Ages 45-65+ (62)
Job placement where I can advance	43%	49%
Training to obtain beginning job skills	40%	26%
Training to upgrade my job skills for a a career change/new career	55%	38%
Career assessment and planning to identify interests, abilities, job skills, and develop employment plan	21%	18%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	34%	33%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	20%	11%
Personal counseling	24%	20%
Support group for friendship, emotional support, encouragement	31%	31%
Financial support for textbooks, tuition, fees	59%	26%
Money/assistance for child/dependent care to help you take advantage of program services	45%	0
Money assistance for transportation to help you take advantage of program services	45%	21%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	30%	24%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	31%	25%
Job keeping skills such as attitudes, legal rights, employers' expectations	19%	7%
Assistance and referral for legal problems, health care, other agencies' services, etc.	20%	10%

Table 45: Strong Needs Indicated by Minority or Non-Minority Factor of Program Completers

Needs	*Percentage of Respondents* Minority (111)	Non-Minority (649)
Job placement where I can advance	47%	43%
Training to obtain beginning job skills	47%	36%
Training to upgrade my job skills for a career change/new career	55%	51%
Career assessment and planning to identify interests, abilities, job skills, and develop employment plan	32%	19%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	45%	32%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	29%	18%
Personal counseling	13%	25%
Support group for friendship, emotional support, encouragement	21%	32%
Financial support for textbooks, tuition, fees	66%	52%
Money/assistance for child/dependent care to help you take advantage of program services	50%	35%
Money/assistance for transportation to help you take advantage of program services	55%	39%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	18%	32%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	34%	29%
Job keeping skills such as attitudes, legal rights, employers' expectations	18%	16%
Assistance and referral for legal problems, health care, other agencies' services, etc.	18%	18%

Table 46: Strong Needs Indicated by Size of Community in Which Completers Reside

Needs	*Percentage of Respondents by Community Size* Urban (100)	Rural (151)	Farm (18)
Job placement where I can advance	32%	45%	44%
Training to obtain beginning job skills	34%	35%	40%
Training to upgrade my job skills for a career change/new career	39%	50%	56%
Career assessment and planning to identify interests, abilities, job skills, and develop employment plan	24%	16%	17%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	24%	33%	28%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	15%	23%	22%
Personal counseling	30%	21%	6%
Support group for friendship, emotional support, encouragement	36%	28%	30%
Financial support for textbooks, tuition, fees	66%	49%	48%
Money/assistance for child/dependent care to help you take advantage of program services	42%	36%	15%
Money/assistance for transportation to help you take advantage of program services	38%	43%	41%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	30%	32%	19%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	42%	25%	26%
Job keeping skills such as attitudes, legal rights, employers' expectations	19%	17%	4%
Assistance and referral for legal problems, health care, other agencies' services, etc.	24%	16%	4%

Program Completers Major Problems

The major problem experienced currently by program completers is "fear of failure" (51%). More homemakers (59%) than displaced homemakers (47%) or single parents (49%) responded to this item as shown on Table 48. For displaced homemakers and single parent completers, "lack of credit" was a major problem for them (40% and 46%, respectively). "Lack of appropriate clothing" was a current problem for 41% of the single parents. It is interesting to note that 20% of the completers indicated they had a disability (Table 31) and that 20% of them indicated their health was a major problem (Table 47). In looking at the age factor, Table 49 shows that "fear of failure" is the major problem receiving most responses by both age groups (ages 18 to 44 at 49% and ages 45 to 65 and over at 62%). "Lack of credit" follows as a major problem for age group 18-44 (41%) and "lack of health insurance for yourself" for age group 45 to 65 and over (36%). "Discrimination by employers" was reported as a major problem by 30% of the older group. The point of most interest shown on Table 50 is that "fear of failure" was indicated by a much larger percentage of non-minority (54%) than minority completers (32%). Minority completers most frequently indicated their major problem was "lack of credit" (47%).

Table 47: Major Problems Currently Experienced by Program Completers

Major Problems	*Frequency*	*Percentage of 335 Respondents*
Fear of failure	172	51%
Lack of credit in your name (credit card, car loan)	129	39%
Lack of appropriate clothing for school or job seeking	102	30%
Lack of health insurance for yourself	95	28%
Dealing with your legal rights (tenant, child support, AFDC, etc.)	81	24%
Lack of preschool care to attend classes, vocational training, or job	69	20%
Lack of after school care to attend classes, vocational training, or job	67	20%
Dealing with your own health problems	66	20%
Inconvenient scheduling of classes or inflexible attendance policies	57	17%
Lack of work-study opportunities	52	16%
Dealing with drug and alcohol problems for yourself or family members	48	14%
Discrimination by employers (against hiring)	45	13%
Lack of infant care (0-18 months) to attend classes, vocational training, or job	35	10%
Dealing with being a victim of domestic violence or sexual assault	32	10%
Lack of instructor/staff support during classes/ vocational training	21	6%
Lack of adult dependent care to attend classes, vocational training, or job	4	1%

Table 48: Current Major Problems Indicated by Homemakers, Displaced Homemakers, and Single Parents who Have Completed the Program

Major Problems	*Percentage of*		
	Homemakers (76)	*Displaced Homemakers* (95)	*Single Parents* (148)
Inconvenient scheduling of classes or inflexible attendance policies	9%	16%	24%
Lack of infant care (0-18 months) to attend classes, vocational training, or job	0	3%	21%
Lack of preschool care to attend classes, vocational training, or job	11%	15%	30%
Lack of after school care to attend classes, vocational training, or job	24%	23%	18%
Lack of adult dependent care to attend classes, vocational training, or job	4%	1%	0
Lack of instructor/staff support during classes/vocational training	8%	6%	5%
Lack of appropriate clothing for school or job seeking	17%	24%	41%
Lack of work-study opportunities	18%	14%	13%
Lack of health insurance for yourself	36%	33%	22%
Dealing with being a victim of domestic violence or sexual assault	4%	17%	8%
Dealing with your legal rights (tenant, child support, AFDC, etc.)	5%	18%	39%
Lack of credit in your name (credit card, car loan)	28%	40%	46%
Dealing with drug and alcohol problems for yourself or family members	13%	12%	18%
Discrimination by employers (against hiring)	16%	16%	11%
Dealing with your own health problems	22%	20%	18%
Fear of failure	59%	47%	49%

Table 49: Major Problems Currently Experienced by Program Completers by Age Categories

Major Problems	*Percentage of Respondents* Ages 18-44 (263)	Ages 45-65+ (62)
Inconvenient scheduling of classes or inflexible attendance policies	19%	8%
Lack of infant care (0-18 months) to attend classes, vocational training, or job	13%	0
Lack of preschool care to attend classes, vocational training, or job	25%	2%
Lack of after school care to attend classes, vocational training, or job	24%	2%
Lack of adult dependent care to attend classes, vocational training, or job	1%	3%
Lack of instructor/staff support during classes/vocational training	6%	8%
Lack of appropriate clothing for school or job seeking	35%	13%
Lack of work-study opportunities	16%	13%
Lack of health insurance for yourself	27%	36%
Dealing with being a victim of domestic violence or sexual assault	11%	3%
Dealing with your legal rights (tenant, child support, AFDC, etc.)	28%	11%
Lack of credit in your name (credit card, car loan)	41%	33%
Dealing with drug and alcohol problems for yourself or family members	15%	11%
Discrimination by employers (against hiring)	10%	30%
Dealing with your own health problems	17%	28%
Fear of failure	49%	62%

Table 50: Major Problems Experienced by Minority or Non-Minority Factor of Program Completers

Problems	*Percentage of Respondents*	
	Minority (38)	*Non-Minority* (292)
Inconvenient scheduling of classes or inflexible attendance policies	11%	17%
Lack of infant care (0-18 months) to attend classes, vocational training, or job	24%	9%
Lack of preschool care to attend classes, vocational training, or job	26%	20%
Lack of after school care to attend classes, vocational training, or job	29%	19%
Lack of adult dependent care to attend classes, vocational training, or job	3%	1%
Lack of instructor/staff support during classes/vocational training	5%	6%
Lack of appropriate clothing for school or job seeking	26%	31%
Lack of work-study opportunities	29%	13%
Lack of health insurance for yourself	11%	31%
Dealing with being a victim of domestic violence or sexual assault	11%	10%
Dealing with your legal rights (tenant, child support, AFDC, etc.)	26%	24%
Lack of credit in your name (credit card, car loan)	47%	38%
Dealing with drug and alcohol problems for yourself or family members	5%	15%
Discrimination by employers (against hiring)	13%	14%
Dealing with your own health problems	8%	21%
Fear of failure	32%	54%

Services Received by Program Completers

The program services received by 50% or more of the program completers are as follows: "career awareness/career counseling" (69%), "career assessment/planning" (66%), "personal counseling/group counseling" (63%), and "life skills instruction" (confidence building, time and money, etc.) (51%). As shown in Table 51, the data breakout among those items identifie44above for homemakers, displaced homemakers and single parents showed they responded similarly except that these items would not be ranked in the same order. A smaller percentage of single parents received "job readiness skills development" while a somewhat larger percentage of them received coordination and referral services (53%), and financial assistance (58%). Age level was a factor in financial assistance received by completers. A higher percentage of individuals ages 18-44 (54%) indicated they received such services than completers ages 45 to 65 and over (15%). This was to be expected as, for example, there is less need for child care. In looking at another response rate in the 50% range, the older age group at 56% received counseling in nontraditional/higher paying jobs compared to 45% of the completers ages 18 to 44.

Table 51: Services Received by Program Completers

Services Received	*Frequency*	*Percentage of 335 Respondents**
Career awareness/career counseling	231	69%
Career assessment/planning	221	66%
Personal counseling/group support	212	63%
Life skills instruction (confidence building, time and money, etc.)	172	46%
Counseling in nontraditional/higher paying jobs	156	47%
Financial assistance (child care/tuition, etc.)	155	46%
Coordination/referral to other programs and agencies	152	45%
Job readiness skills development (interviewing, resume writing, employers expectation, etc.)	132	39%
Job skills training/referral to training program, etc.	124	37%
Job placement information/assistance	122	36%
Basic skills instruction/GED preparation	86	26%

**Limit of three responses*

Table 52: Services Received by Homemakers, Displaced Homemakers, and Single Parents who Completed the Programs

Services	Percentage of Homemakers (76)	Displaced Homemakers (95)	Single Parents (148)
Basic skills instruction/ GED preparation	20%	28%	28%
Career awareness/career counseling	68%	64%	73%
Counseling in nontraditional/ higher paying jobs	45%	47%	49%
Career assessment/planning	71%	68%	64%
Job readiness skills development (interviewing, resume writing, employers expectation, etc.)	46%	45%	33%
Job placement information/assistance	47%	36%	32%
Job skills training/referral to training program, etc.	25%	42%	41%
Life skills instruction (confidence building, time and money, etc.)	55%	52%	49%
Financial assistance (child care/ tuition, etc.)	20%	51%	58%
Personal counseling/group support	58%	53%	65%
Coordination/referral to other programs and agencies	29%	49%	53%

Table 53: Services Received by Age Categories of Program Completers

Services	Percentage of Respondents Ages 18-44 (263)	Ages 45-65+ (62)
Basic skills instruction/GED preparation	24%	36%
Career awareness/career counseling	68%	74%
Counseling in nontraditional/higher paying jobs	45%	56%
Career assessment/planning	66%	71%
Job readiness skills development (interviewing, resume writing, employers expectations, etc.)	37%	49%
Job placement information/assistance	36%	43%
Job skills training/referral to training program, etc.	38%	31%
Life skills instruction (confidence building, time and money, etc.)	50%	57%
Financial assistance (child care/tuition, etc.)	54%	15%
Personal counseling/group support	62%	70%
Coordination/referral to other programs and agencies	46%	41%

In indicating the most helpful services they received, program completers responded in a somewhat similar ranking as to the services they received. The one exception was financial assistance, which replaced life skills in the rank order of services receiving the four highest percentages. It is interesting to note that 47% of the program completers received counseling in nontraditional/higher wage jobs (Table 50) while only 10% of them identified this service as one of three services most helpful to them (Table 53). Job readiness and job placement skills also received a lower ranking though they had fewer individuals receiving these services. Only 10% of the completers indicated there were services they needed which they did not receive. The activities and services they identified reflect financial issues and more in-depth programming. See the Appendix for the entire list.

Table 54: Most Helpful Services Received by Program Completers*

Services Most Helpful	*Frequency*	*Percentage of 330 Respondents*
Personal counseling/group support	129	39%
Career awareness/career counseling	120	36%
Financial assistance (child care, tuition, transportation, etc.	103	31%
Career assessment/planning	94	28%
Life Skills Instruction (confidence building, time and money, etc.)	84	25%
Coordination/referral to other programs and agencies	66	20%
Job readiness/skill development	44	13%
Job placement information	39	12%
Job skills training/assistance	37	11%
Counseling in nontraditional/higher paying jobs	34	10%
Basic skills instruction/GED preparation	25	8%

**Respondents were limited to three responses*

LEAD STAFF RESPONSES

Fifteen lead staff of single parent, homemakers, and displaced homemakers out of a possible 16 responded to the Lead Staff Survey. Most items on the survey were open ended and required written responses. The written responses/data displayed on the following tables will provide an excellent baseline for a staff survey of guided responses that could be administered on an as needed basis. This type of survey would be an invaluable source of information at the state level to assist staff as they provide educational activities and services to single parents, homemakers, and displaced homemakers.

Programs offer a broad array of comprehensive services and activities. One hundred percent of the programs coordinate with and refer participants to other programs and agencies. Fourteen of the responding programs (93%) engage in counseling, support groups, financial assistance, life skills instruction, and career counseling and planning. (A complete listing is found in Table 55). Eighty-seven percent of the programs offered job readiness skills and placement information/assistance. Sixty-seven percent of the programs indicated they offered job skills training and/or referral to training programs while 27% provide basic skills instruction/GED preparation.

Table 55: Services Offered by Programs

Services	*Frequency**	*Percentage*
Coordination/referral to other programs and agencies	15	100%
Group support	14	93%
Personal counseling	14	93%
Financial assistance (child care/tuition, etc.)	14	93%
Life skills instruction (confidence building, time and money management, etc.)	14	93%
Career assessment/planning	14	93%
Counseling in nontraditional/higher paying jobs	14	93%
Career awareness/career counseling	14	93%
Job readiness skills development (interviewing, resume writing, employers' expectations, etc.)	13	87%
Job placement information/assistance	13	87%
Job skills training/referral to training program, etc.	10	67%
Basic skills instruction/GED preparation	4	27%

**A total of 15 program lead staff responded, multiple responses possible*

Seven out of 15 programs/lead staff indicated they offered core instructional components in which all enrollees participate. Five of these programs indicated that instruction for participants to self-select is also available. Two programs of the total number did not indicate that either core or self-selection instruction is available. However, one of these programs indicated that nearly all participants are enrolled in regular classes at the vocational/technical college.

Table 56: Core Instruction in Which All Program Enrollees Participate*

Core Instruction

90 Hours
- Career Decisionmaking (36 hours)
- Job Readiness (36 hours)
- Assertiveness Training (18 hours)

45 Hours
- Career Planning
- Math Anxiety
- Personal Growth, etc.

40 Hours
- Turnaround Class includes 1 hour exit interview (20 hours)
- New Challenges Class includes 1 hour exit interview (20 hours)

39 Hours
(next year will expand to 45 hours)

36 Hours
- Taking Charge of Your Life (18 hours)
- Developing Your Career Plan (18 hours)

42 Hours maximum
- Staff one-on-one time, primarily

**Seven out of 15 programs indicated core instructional components in which all enrollees participated*

Eleven programs indicated that instruction is available for participants to self-select. Of these programs, five responded that they offered core instructional components from which participants could self-select. One program out of the total number did not respond to this issue while another program indicated that all participants are enrolled in regular classes at the vocational/technical college and thus receive no instruction from the program itself.

Table 57: Hours and Types of Instruction Available for Participants to Self-Select*

Self-Select Instruction

Up to 126 Hours
- Assertiveness (10 hours)
- Think Positive (6 hours)
- Feel Good - Boost Your Self-Esteem (6 hours)
- Build Your Self-Confidence (6 hours)
- Dealing with Stress (10 hours)
- Make My Money S-T-R-E-T-C-H (3 hours)
- Speak-Up and Feel Confident (10 hours)
- Career Awareness (6 hours)
- Campus Preview Day (6 hours)
- NTO Exploration (35 hours)
- Returning Adult Student (16 hours)
- Employability Skills TV Course (12 hours)

90 Hours
- Starting Point (Optional Care Curriculum - 90 hours)
- Career Planning (36 hours)

54 1/2 Hours
- Self-worth and confidence building (30 hours)
- Career planning (20 hours)
- Individual career counseling (2 hours)
- CPP Assessment (2 1/2 hours)
- One-day workshops (5-10 hours) -- (Core curriculum but participants can self-select)

40 - 60 Hours
- Self-awareness/confidence building (20 hours)
- Career exploration (20 hours)
- Touring businesses/industries and vocational colleges including classes (20 hours)

30 Hours
- Self-Esteem (12 hours)
- Understanding Anger (3 hours)
- Female, 40, What Next? (12 hours)
- Entering the Job Market at Mid-Life (3 hours)

16 Hours
- Four hours twice a week for two weeks
- One session for assessment testing

1-16 Hours
- Support group

10 Hours
- Career Awareness/Career Counseling
- Counseling in Nontraditional/Higher Paying Jobs
- Career Assessment/Planning
- Job Readiness Skills Development
- Job Placement Information/Assistance
- Life Skills Instruction
- Financial Assistance
- Personal Counseling
- Group Support
- Coordination/Referral to Other Programs and Agencies.

Hours not Indicated
- Entrepreneurship
- Parenting
- Drafting, etc.
- Hours not Indicated (offered monthly and bimonthly)
- For Your Information Presentations

**Seven out of 15 programs indicated instruction components from which participants can self-select*

Table 58 shows the extent to which program participants are referred to services and/or programs within their institution. Financial aid assistance received the greatest percentage of student referrals followed by career counseling, vocational training, basic skills instruction, and vocational assessments. The service/program with the least number of estimated student referrals is the handicapped and disadvantaged programs. In looking at the estimated percentages, program staff across the board refer their students to appropriate institutional programs and services and it appears that they make good use of other sources for student financial aid. Considering that 18% of the new participants indicated they had a disability, referrals to those programs and services may need to be looked at more closely. Comments from lead staff included: "that the services in that area are not well defined and I hesitate to refer to the staff in that area." Referrals to high technology training included the following programs: Airplane and Power Plant Mechanics, Computer Numeral Control, Data Processing, Health Programs, Trade and Industry, and Mechanical Design. Additional comments about high technology referrals are as follows: "coordinate with Sex Equity project for NTO involvement," "incorporate NTO into workshops for participants," and "all women are referred to our NTO project."

Table 58: Estimated Percentage of Program Participants Staff Referred to Services and/or Programs Within Their Institutions

Program/Services	*Percentage of Participants Referred* (15 respondents)
Financial Aid Assistance	100% (3), 95%, 90% (3), 80%, 70% (2), 60% (2), 50%, 25%, No Response (1)
Career Counseling	100% (4), 90%, 85%, 75%, 60%, 50%, 35%, 20%, No Response (3)
Vocational Training	80% (2), 75%, 70% (4), 64%, 60%, 52% (2), 15%, No Response (3)
Basic Skills Instruction	100% (3), 90%, 75% (2), 30%, 25% (2), 20% (2), 19%, 10%, 1%, No Response (1)
Vocational Assessments	100% (3), 90%, 60%, 50% (2), 25%, 20% (3), 10% (2), No Response (2)
High Technology Training	100% (2), 75%, 65%, 30%, 20%, 15% (2), 10% (3), 6%, 5% (2), No Response (1)
Job Placement	100%, 50%, 45%, 40% (2), 30%, 25% (3), 20%, 10% (3), No Response (2)
Handicapped and Disadvantaged Programs	100%, 90%, 25%, 20%, 15%, 10% (2), 5% (5), 2%, No Response (2)

All 15 of the lead staff who responded to the survey indicated that participants were referred to community agencies and organizations and services. The identified agencies cover a broad range of services and activities as indicated by Table 59. Participant need for outside referrals range from basic needs of food, clothing, and shelter to legal assistance and personal safety and employment services.

Table 59: Community Agencies to Which Participants Have Been Referred for Services

Agencies	*Frequency of Responses** (15 respondents)
Department of Human Services	18
Job Service/Job Center	9
WEJT/JOBS	6
Family Service Association	6
Domestic Violence and Sexual Abuse Council/Agency/Shelters	5
Private Industry Council/JTPA	5
Alcohol and Other Drug Abuse Council/Agency (Women Reaching Women)	4
Forward Service	4
Lutheran/Catholic Social Services (any agency with sliding fee scale)	4
Private Counseling Agencies	3
Mental Health Association	3
Food Pantry	3
Community Action Programs	3
Temporary Employment Services	2
Salvation Army	2
Legal Action of Wisconsin	2
Legal Council	1
St. Vincent de Paul	1
Red Cross	1
Employment and Training	1
Social Security Administration	1
Housing Authority	1
Community Development	1
Energy Services	1
WIC	1
CAC	1
Employment Options (CBO)	1
Welfare Rights Alliance	1
Planned Parenthood	1
Support Groups for Widows, Cancer Victims, etc.	1
Unified Services Board	1
Court System	1
Head Start Services	1
YWCA Shelter	1
UW-LaCrosse - Single Parent Self-Sufficient Program	1
Women's Health Network	1
Women's Community (CBO)	1
Circle of Joy	1
Wausau Area Volunteer Exchange	1
Coordinated Services for Young Parents	1
Older Workers Program	1
Veterans Job Training	1
STIP	1

**Fifteen programs responded; multiple responses possible*

Regarding the issue of linkages within the institution as a means to advocate for program participants, Table 60 shows the type of staff contacted and the occasions for which these occurred. The range of staff shown is fairly comprehensive, however, the staff contacts per each type suggest that contacts by individual programs are limited in scope. Although all 15 of the lead staff respondents indicated meetings occurred, not all reasons and occasions imply an in-depth working relationship.

Table 60: Meeting Occasions with District Staff About Single Parent/Homemaker Programs and Participants

Staff Contacted	*Frequency of Responses** (15 respondents)
GOAL/Adult Basic Education staff	4
Division counselors/career counselors	3
Trade and industry staff	3
Special projects staff	2
Participants' instructors	1
Student services women's counselors' WEJT staff	1
JTPA Program Specialists	1
Social Services staff	1
Liberal arts and sciences staff	1
Health occupations staff	1
General staff	1
Student Services Dean	1
Public Relations staff	1
Outreach staff	1
Learning Place staff meeting	1
Allied Health Placement meeting	1

Occasions	*Frequency of Responses** (15 respondents)
To facilitate coordinating; plan workshops; enroll participants	4
For client staffing purposes	3
To facilitate participant recruiting and retention	2
For participant advocacy and intervention	2
To explore new possibilities	1
To discuss single parent needs	1
To utilize faculty and staff in all divisions as guest speakers in 20 hour Career Planning Course	1
To facilitate college day care for participants	1

**All 15 responding programs/lead staff indicated meetings with other staff to discuss program and participants, multiple responses possible*

Eleven of the 15 responding programs/lead staff identified activities and services they found difficult to implement. Two programs cited some problems with support groups. Other problems mentioned include promoting NTOs, offering career exploration and job seeking skills, and scheduling difficulties. Although responses were minimal, attention to these issues as possible staff development topics should be considered. More careful thought may find other programs experiencing the same general problems.

Table 61: Program Activities and Services Difficult to Implement and Reasons for Difficulty*

Difficulties	*Reasons*	*Frequency*
Support Group Counseling	Child care a deterrent	2
	Lack of time	
	Participants' diverse schedules and energy; instructor recommendations of group and accompanying class to sessions has been successful	
	Dislike of evening sessions; noontime sessions most successful time	
Recruitment of Women Over 45 Years Old	Less likely to break tradition, show interest in NTO, or go to school	1
Implementation of personal development and career planning components for Indo-Chinese participants	Insufficient English skills among women (Job Service Refugee Coordinator helped in starting project)	1
Implementation of additional Returning Adult Student Discussion Group	Lack of time	1
Micro Computer Lab for displaced homemakers or any class which exceeds 20 Hours	Participants dislike "sitting and waiting"; they would rather learn and "go and do"	1
Voluntary course participation	Rigid instructional/occupational schedules, child care limitations, study needs, lab assignments, need for extra tutors, etc.	1
Implementation of Job Seeking Skills Component	Difficult to recruit a group; currently offer sessions individually as participant needs arise	1
Offering Career Exploration Workshop/Classes	Difficult to obtain instructor for compatible time slot	1
Scheduling of individual counseling sessions	Difficult to find staff time to counsel rural women for participation in a class which they are reluctant to attend	1
Counseling and implementation activities to encourage women to enter NTO programs and careers	Stereotypic male and female roles; concern about harassment on the job; feel it is not fair they must "prove" themselves	1

**Eleven of 15 program/lead staff responded to this survey item; multiple responses possible*

The variety of ways in which program staff communicate with their district boards, administrators, staff, and community is shown in the next four tables. A major observation is that one-on-one contacts and presentations to boards, administrators, and district staff occur on a conservative basis. Less than half of the respondents indicated person to person contacts with district boards while over half of the lead staff identified this type of contact with district directors and administrators. Supervisors appear to be a major source of information about the programs, participants, services, and successes to boards and district administrators. Information to district staff fall generally within the parameters of written information. Providing information to the community covers a variety of printed and personal contacts. There again more printed and media activities are used; but in the community setting these activities reach the greatest number of individuals, which is critical.

Table 62: Ways Staff Communicate/Inform District Boards About Programs, Participants, Services, and Successes

Ways	*Frequency of Responses** (14 respondents)
Send program mailings (newsletters, flyers, brochures)	4
Presentations to Board by Program Staff	4
Supervisor informs Board	4
Send program reports (proposals, progress and final reports	3
Informal "one-on-one" with Board member	2
Membership on Program Advisory Committee	2
Send participant letters	1
Send newspaper clippings	1
Through district foundation	1
Provide Board members with video of program	1
Attend Board meetings	1
Extend invitations to attend program activities/classes	1

**Fourteen of 15 programs/lead staff responded; multiple responses possible*

Table 63: Ways Staff Communicate/Inform District Directors and Administrators About Programs Participants, Services, and Successes

Ways	*Frequency of Responses** (14 respondents)
Informal discussion - "one on one"	5
Circulate program newsletter, flyers, brochures and status reports	3
Through supervisor	3
Staff inservice presentations	2
Presentations at management team meetings	2
Participants write letters to director	1

**Fourteen of 15 programs/lead staff responded; multiple responses possible*

Table 64: Ways Staff Communicate/Inform District Staff About Programs, Participants, Services, and Successes

Ways	*Frequency of Responses** (14 respondents)
Presentations at staff in-services and new staff orientation meetings	5
Newspaper publications, radio, and TV	5
Informal contacts, "one-on-one"	4
Presentations at staff meetings	3
Through staff bulletin/newspaper	2
Through supervisor	2
Flyers in admissions, counseling, registration, and records, career planning, and financial aid	2
Information on bulletin board including electronic bulletin board	2
Presentation at classes	2
Information circulated to staff each semester	1

**Fourteen of 15 programs/lead staff responded; multiple responses possible*

Table 65: Ways Staff Communicate/Inform Community About Programs, Participants, Services, and Successes

Ways	*Frequency of Responses** (14 respondents)
Press releases to local newspapers	9
TV, radio, and poster ads	7
Presentations to local groups/agencies	6
Program promotional flyers (to libraries, YW's, attorneys, doctors, social service agencies, Welcome Wagon, etc.)	4
Feature news stories	3
Promotional materials	2
Agency contacts	1
District public relations department produce and circulate news releases	1
Inclusions to WVA fact sheets	1

**Fourteen of 15 programs/lead staff responded; multiple responses possible*

The major overall institutional barrier identified by lead staff is low status of programs, resulting in inadequate commitment by the VTAE district that plays itself out in terms of insufficient financial and personnel resources. A majority of lead staff identified these issues, as shown on Table 66.

Table 66: Significant Institutional Barriers Encountered by Staff in Serving Single Parents, Homemakers, and Displaced Homemakers and Moving Them Into Education, Training, and Employment

Institutional Barriers	*Frequency of Responses** (15 respondents)
Low status of program	7
Insufficient clerical support	6
Inadequate commitment to and understanding of program and purpose	5
Lack of financial support	5
Insufficient staff and staff time	2
Staff classification system affecting status of project personnel	1
Application holding fee of $60	1
Class offerings at inaccessible times	1
Need for matching funds	1
Institutional restrictions or qualifications for financial support (one-half to full-time student status--clients ready to enroll in only one to two classes)	1
Instructional and counseling staff "forgetting" about program; thus affecting referrals	1
Counselors/instructors discouragement of women from selecting NTO training because belief that employers will not accept them	1

**Fifteen of 15 programs/lead staff responded; multiple responses possible*

The significant participant barriers encountered by program staff cover both personal characteristics and existing situations. The reliability of both child care and transportation appear to be major issues. Financial support for child care and transportation was indicated by many of the lead staff. In so far as personal characteristics were identified, those dealing with low levels of motivation and multiple personal problems were mentioned most frequently.

Table 67: Significant Participant Barriers Encountered by Staff in Serving Single Parents, Homemakers, and Displaced Homemakers and Moving Them Into Education, Training, and Employment

Barriers	*Frequency of Responses** (15 respondents)
Lack of reliable child care including infant, preschool and sick child	10
Lack of reliable transportation including mass transit	8
Lack of financial support for child care	8
Low motivation, commitment, and follow through (particularly with younger participants)	5
Lack of financial support for transportation	4
Multiple personal problems and issues including AODA	4
Academically disadvantaged	3
Reluctance to move from community	2
Lack of financial support for tuition	2
Domestic violence	2
Low self-esteem	1
Fear of failure	1
Resistance to NTO	1
Desire for short term "fix" (take low paying jobs--resist longer involvement in program)	1
Lack of career exposure, lack of goal-setting skills	1
Combining school, work, and family	1
No phone	1
Need for continued support services to complete education	1

**Fifteen of 15 programs/lead staff responded; multiple responses possible*

Other than the lack of public transportation, community barriers identified by lead staff fall within the areas of inadequate work opportunities, no fringe benefits, and age and NTO discrimination.

Table 68: Significant Community Barriers Encountered by Staff in Serving Single Parents, Homemakers, and Displaced Homemakers

Community Barriers	*Frequency of Responses** (15 respondents)
Lack of public transportation	6
Mostly minimum wage job opportunities	4
Lack of job opportunities	3
Part-time work only	3
No job benefits	2
Lack of support for women in nontraditional occupations	2
Age discrimination	2
Limited employment opportunities for unskilled labor	1
Travel distances to available community support agencies	1
Rules of WEJT which allow only two years to complete training/education	1

**Fifteen of 15 programs/lead staff responded; multiple responses possible*

In response to the opportunity to do so on the survey, lead staff offered the following additional comments:

"As managers, it seems we put an inordinate amount of time into paperwork. What makes it so cumbersome and frustrating is that the State is constantly changing formats to accountability reports. This creates a barrier to truly being able to measure success over more than a year's period of time. As a rule, our participants do not take positive action until after a year from their initial contact. We spend a tremendous amount of time catching up to the State's whims and trying to meet their needs instead of using that time for participant needs."

"We need more time for instructors to prepare for classes."

"Our programs are understaffed."

All staff working in the programs responded to a wide range of curriculum areas for which they indicated need. As shown on Table 69, over half the staff respondents identified "men's lives" (79%), "paternity" (72%), "new and emerging occupations" (65%), "preapprenticeship training" (60%), "living with a disability" (60%), and "AIDS education" (51%).

Table 69: Curriculum Resources Needed by Staff Working with Single Parents, Homemakers, and Displaced Homemakers

Curriculum Areas	*Percentage of 43 Respondents**
Men's lives	79%
Paternity	72%
New and emerging occupations	65%
Preapprenticeship training	60%
Living with a disability	60%
AIDS education	51%
Pregnancy prevention and family planning	47%
High technology and computer-related occupations	47%
Entrepreneurship/starting a business	42%
Physical abuse and protective behaviors	40%
Issues of widowhood	37%
Current issues affecting work force participation (e.g., sexual harassment, health, discrimination)	37%
Alcohol and other drug awareness	37%
Sexual abuse	35%
Balancing work and family (and school)	33%
Personal empowerment	30%
Life transitions	30%
Exploring technology careers including the trades	26%
Work experience and job shadowing	26%
Labor market information	26%
Domestic violence	26%
Family and interpersonal relationships	23%
Life-style choices and roles	23%
Dealing with separation and divorce	23%
Single parenting	23%
Health and wellness (emotional and physical)	19%
Nutrition	19%
District resources	19%
Realities and myths of women in the work force	16%
Nontraditional/higher wage occupations	16%
Self-image and projection	16%
Self-esteem building	14%
Personal goal setting	14%
Communication and assertiveness	14%
Exploring postsecondary education	14%
Values clarification	12%
Student assessment (interests, aptitudes and attitudes)	12%
Community resources	12%
Stress management	12%
Exploring occupational training	12%
Matching skills and interests	12%
Career goals and plans	9%
Occupational decision making and career choices	9%
Basic skills building	5%

**Multiple responses possible*

The areas for updating and training responded to by the staff working with single parents, homemakers, and displaced homemakers were extensive. However, the areas most in demand by over half of the respondents follow: "knowledge of legal issues concerning participants" (70%), "culture specific teaching skills" (60%), "skills in planning and implementing a preapprenticeship program" (60%), "knowledge of current and relevant legislation" (58%), "grant writing skills" (56%), "skills for working with physically disabled participants" (56%), and "skills for working with emotionally disturbed participants" (53%).

Table 70: Staff Training Needs for Staff Working with Single Parents, Homemakers, and Displaced Homemakers

Areas for Updating/Training	*Percentage of 43 Respondents**
Knowledge of legal issues concerning participants	70%
Skills in planning and implementing a preapprenticeship program	60%
Culture specific teaching skills	60%
Knowledge of current relevant legislation	58%
Grant writing skills	56%
Skills for working with physically disabled participants	56%
Skills for working with emotionally disturbed participants	53%
Skills for working with learning disabled participants	49%
Case management skills	49%
Needs of at-risk participants and retention strategies	49%
Knowledge of welfare reform	49%
Knowledge of/access to labor market information	44%
Skills in working with the older women	44%
Knowledge and understanding of culturally different and/or disadvantaged populations	42%
Abuse and neglect advocacy training	40%
Outreach/recruitment skills	37%
Alcohol and other drug abuse training	35%
Knowledge of responsible sexual decision making strategies	33%
Group facilitating skills for managing support groups	33%
Knowledge/skills for membership in community agency councils	33%
Knowledge of how to develop and maintain a referral system	30%
Career planning/developmental skills	23%
Understanding the dynamics and/or dysfunctional nature of participants lives	
Counseling skills	30%
Skills in using a team approach to program management	30%
Knowledge of other program serving single parents/homemakers	28%
Knowledge of life transitions	28%
Knowledge of AIDS education	28%
Skills to empower and enable	28%
Team teaching skills	26%
Advocacy skills	26%
Networking skills	23%
Health education	23%
Knowledge of issues pertaining to returning adult women	19%
Skills in interpersonal relationship building	16%
Knowledge of parenting skills	14%
Knowledge of pregnancy prevention and birth control methods	14%
Human development training	12%
Knowledge of family planning	12%
Sociology	12%
Knowledge of community resources and agencies	9%
Psychology	7%
Human relations	7%
Verbal and written communication skills	2%

**Multiple responses possible*

ON-SITE INTERVIEWS

Three sites were identified for on-site interviews of key staff and selected program participants: Blackhawk Technical College, Waukesha Technical College, and Northcentral Technical College. The site selections were based on program staff's expressed interest in participating in this phase of the study, geographic location, types of services provided, history of providing effective career development services to women, and continuity of program. The purpose of the on-site visits was to obtain information in greater detail and to determine the impact of the program on participants' lives while identifying what program services were most helpful and what situations caused barriers to their completing education and training. Descriptions of the data follow: 1) narrative profiles of the program participants interviewed and 2) summaries of staff interview responses to key programming issues.

Jennifer Keys

After 30 years of marriage, Jennifer Keys' husband moved out of the family home and wanted a divorce when their youngest child, a daughter, graduated from high school. Jennifer has been a part-time piano teacher for 30 years, working out of her home. Of course she realized immediately that this work would not support her financially though her earnings have contributed to the family income. She had no idea where to go for help or where to start in making plans for her future. She lead a somewhat sheltered life as a wife, mother, and part-time piano instructor. For example, she did not have her own checkbook and would not have been able to write a check to pay for participation in a program or for services she might have needed. A friend told her about a program offered by the Technical College in her area that was designed to provide assistance to women such as herself.

As far as Jennifer was concerned, the summer of 1989 was the worst time of her life and she felt as if she belonged nowhere. She felt so vulnerable that even though she had some money, Jennifer felt as if she were destitute and unable to spend any money for participating in a program or receiving services to help her move on with her life. At this crisis point, she likened the Single Parent/Homemaker/Displaced Homemaker program and staff to a "rope to hang onto so as not to drown." The program functioned as the turning point of Jennifer's life that put her in the frame of mind to accept what had happened and to begin thinking of her future in earnest and making plans that included education and training.

Jennifer spent three days a week for one month in the program. Staff provided personal counseling and were an advocate for her. During the program's assessment component, she was thinking about a career as a medical or dental assistant. As part of the program activities, she interviewed individuals employed in these occupations and determined the pay was too low to cover her living expenses and there seemed to be no advancement possibilities. Within the framework of the program she was exposed to many career options including nontraditional occupations. However, she made the decision to enroll in the Administrative Assistant program at the Technical College based on her investigation of this career choice. She found job opportunities would give her room for advancement and in her geographical area positions paid a salary large enough to meet her living expenses.

Jennifer has a physical disability that could impact on her ability to work. Her doctor assured her that despite her condition she could meet the demands of being a supervisor. The Administrative Assistant program teaches her the skills needed and certifies her for this position. Staff of the Program referred Jennifer to the Technical College's Learning Lab to help her overcome her fear of computers and transition her to the rigors of course study. She is currently in the second semester of the Administrative Assistant Program. She believes that people need to feel good about themselves and get on with their lives. Without the program and staff, she wonders what would have happened to her--where would she have turned? Jennifer felt she received much more from the program than she dreamed possible. She suggested that there be more feature articles about the program in local newspapers and broader advertisement to target groups who could specifically benefit from the program, e.g., singles groups.

Pat and Fran Lacky

Pat and Fran Lacky are mother and daughter who live together and share household expenses. Pat has three school age children while Fran, her daughter, has two preschoolers. Both women receive AFDC. Pat participated in the Single Parent/Homemaker/Displaced Homemaker Program offered by her local Technical College as a result of being a mandatory WEJT client. As a Work Experience Job Training (WEJT) client, she needed to find a job or obtain vocational training. She selected

the Single Parent/Homemaker/Displaced Homemaker Program from a number of options presented because she felt it had a more comprehensive approach to career planning and development which she needed. Pat attended the program which lasted for a month with class meeting three times a week. She believes the program helped her become a more mature person and to work through her fears of moving ahead with her life and obtaining marketable skills.

She was also able to see other individuals in the "same boat." Program activities worked on her need to be more assertive and enhanced her self-esteem. Through the program referral to the learning laboratory, she dealt with her fear of computers.

In order to attend the program Pat rode the city bus an hour each way. If she missed it, this meant an hour wait. She felt the true tribute to the program and the staff was the fact she never missed a class. As part of the program, staff presented information on nontraditional occupations and training. Employment in a higher wage occupation sounded very good to Pat who was finding she needed a good salary, career security, and qualifications. Fran (the daughter) became interested in obtaining higher wage occupational training at the Technical College as a result of her mother bringing home information presented there and she chose to become a voluntary WEJT client. Both women were referred to and participated in the nontraditional occupations project offered by the Technical College which acquainted them with training options and led them to speak with the technical instructional staff about the programs in which they were interested. Neither woman had any previous formal skill training and saw this opportunity as one in which they could support each other while obtaining skills leading to higher wage employment.

Pat enrolled in the self-paced Quality Assurance program which related to work experience she had had a number of years ago that she found interesting. She receives a grant from the program for education costs as well as her WEJT support. Pat is greatly concerned about the two year time limit for training imposed by the WEJT legislation. Her case manager has agreed to an extension for schooling but with child rearing responsibilities in addition to school demands she feels enormous pressures.

Fran is enrolled in the self-paced Industrial Engineering program. She receives a grant through the program for educational costs as well as her WEJT stipend. WEJT pays both women's child care, financial aid and transportation. Pat must absorb transportation costs for one of her children who is bused from school to day care. Ill children create added stress for Pat and Fran because of classes missed and make-up exams. Pat established somewhat of a support group with a few of the women with whom she attended the Single Parent/Homemaker/Displaced Homemaker Program. They talk to one another infrequently by phone. However, both women feel a need for peer support while they attend school. If they did not have each other they were not sure if they could continue attending school. Their one lifeline is their relationship to program staff which they feel they can go back to in case of major crises. They are also grateful for the guidance provided by Single Parent/Homemaker/Displaced Homemaker staff regarding the benefits to which they are entitled as clients of WEJT. Without staff assistance they felt they would not be currently enrolled in occupational training.

Regina Curtis

Regina Curtis is a farm woman whose husband has a physical disability. Although she previously worked outside the home, in addition to working on the family farm, it is now necessary for her to provide the main financial support for the family which includes her husband, son, and daughter. Due to their overall situation, they are considered financially distressed farmers. In looking for employment, Regina found that employers wanted individuals with degrees. She knew that in order to obtain appropriate employment her marketable skills had to be upgraded and that she needed postsecondary education and training.

Regina read about the Single Parent/Homemaker Program in the paper. The program was held at an outreach center of the area Technical College which was close to her home. Travel of any distance would have been a factor in her attendance because of transportation costs. She went into the program not knowing what to focus on and she was searching for her "niche." Going through the program she was guided to what she needed to do first in her career development. Her inclination was to take the first job she could find or enroll in a "quick" program because of her husband's ill health. She soon learned that was not the way to go considering her financial responsibilities and her own career needs.

Regina especially benefited from assertiveness training because she felt it would have been easy to sit back and wonder how she could ever make it! Learning to interview for a job and writing a resume were important activities for her. Regina participated in the Technical College's nontraditional occupational workshop which helped her be more confident in reaching goals and following through on them. Early on, her interest was in the Business Machine Repair program, but she soon decided that she was basically a "people person" and ultimately decided on the Supervisory Management Program in which she is very satisfied and successful.

Through the Single Parent/Homemaker Program, she believes that her strong points were made more apparent to her and this facilitated her to make the best career choice. In the process of completing her training program, she finds balancing home, family and school very hectic. She participates as often as possible in workshops provided by the Technical College which address these issues. Scheduling of classes that must be taken in sequence has negatively affected the time that Regina will be enrolled in her training program. In response to this, faculty has asked for her input into future scheduling to help this situation. She feels that allowing for family time is something in which she must do a better job. The expenses associated with school are always an issue. The Single Parent/Homemaker/Displaced Homemaker Program has helped her with transportation and tuition costs. Regina is an active student who has won many awards and is a state officer and currently running for a national office in her professional organization. However, these activities, too, take financial resources which she does not have. She would like to develop more job seeking and job keeping skills which she thinks should be incorporated into the program if it could be expanded. Regina sees the Single Parent/Homemaker/Displaced Homemaker Program as an opportunity to grow and accomplish more than you first imagine. Without it she is not sure what her family's future would look like.

Laurel Smith

Laurel Smith saw herself as a sheltered housewife for fifteen years. Prior to that time she was divorced, then remarried, and is now a widow. Widowhood brought on her crisis. She married the first time before completing high school and never returned. Because of this, she felt she had few marketable skills. Laurel read in the newspaper about the Single Parent/Homemaker/Displaced Homemaker Program available through the local Technical College. She was at a loss about what to do with her life and had no idea where to go for help. She decided to contact the program and enrolled in the six week course. At that time she was afraid of life and felt very insecure.

The program's emphasis on building self-esteem was made for Laurel. Throughout her experience, she found all aspects of the program content valuable and consumed it readily. She completed the career assessment and was introduced to nontraditional career options. Her career interests were on the traditional side--typing and shorthand, child care, fashion, and make-up. Nothing in the nontraditional area interested her. She participated as a volunteer in a Head Start program, but she finally decided on the clerical route for employment. However, she was cautioned by program staff that this choice might lead to possible career limitations.

Laurel's middle school age daughter--her only child at home--was threatened by the thought of her mother leaving the house for work or school. This caused considerable stress and she thought she should quit and keep harmony in the home and be satisfied to make "ends meet." But Laurel was encouraged to enroll in a course to receive her GED and then went on to receive her High School Equivalency diploma. She also took a typing course and learned computer skills at the Technical College. Upon completion of the program, she sought employment and was thrilled to obtain a receptionist's position at fifty percent time.

Through the Single Parent/Homemaker/Displaced Homemaker Program Laurel learned to use the library for which she is grateful. It is one less hurdle she will encounter as a student in the program in which she plans to enroll this fall. She remembered being "good" with numbers during the time she was in high school but never dreamed she could proceed with a career using this talent. Because of the program and

resulting employment, Laurel feels more confident now in pursuing training and plans to participate in a one year diploma program in accounting at the Technical College. She should be able to maintain her half-time employment and switch to the night receptionist position while she attends classes. If this school experience is successful for her, she may decide to continue on.

The staff person of the Single Parent/Homemaker/Displaced Homemaker Program is an inspiration to Laurel. Through her example, she instilled in Laurel that she could do anything she wanted to do and once that was achieved she could want more--just keep working at it. Inadvertently, Laurel is a role model for her daughters. The two older daughters who have young children and receive AFDC do not look favorably on their mother's plan to obtain additional training and feel free to criticize. She has stepped out of the role they want her to assume. However, the youngest daughter who experienced difficulty when Laurel first participated in the Single Parent/Homemaker/Displaced Homemaker Program, now talks about her future plans and what careers she might be interested in. She is proud of her mother and encourages her to go on to school.

June White

June White is a single parent of twin daughters who are two years of age. She graduated from high school in 1985. At one point she decided to leave her home community and ventured to a large city in another state. It was there she participated in a Job Corp program learning computer operating skills. However, she found her experience in the Job Corp increasingly not to her liking and decided to return to her home community. With her decision to keep her twin daughters she assumed much responsibility which she knew would require further skills development in order for her to be adequately employed and provide a decent living for herself and the twins.

As an adequate recipient, June became a mandatory Work Experience Job Training (WEJT) participant when the twins turned two years old. Historically speaking, her work experience consisted of part-time clerking at K-Mart. She read in the paper about the Single Parent/Homemaker/Displaced Homemaker Program at her local

Vocational Technical College. June made an appointment to meet with program staff and was referred to the one week Career Decisions Class which met three times. It was there she completed a comprehensive career assessment. Class activities expanded her career ideas and the possibilities for education and training. New doors opened. She gave minimal thought to being trained for a Parts Specialist or an Auto Mechanic because the potential salaries interested her. After additional meetings with program staff and a career counselor to which she was referred, June let the information "sit" for a while through the fall semester. It was during this period that June decided to obtain further training and enroll in the Technical College's two year Data Processing Associate Degree Program.

This was a big step for June and she currently is a part-time student. All this has taken place not without problems. Primarily her barriers to education and training have been child care issues and financial concerns. WEJT regulations that cover child care costs such as the number of hours she is allowed and the stipulation that the child care must be certified have added pressure. She feels her family responsibilities do not allow her to go to school full time and fears this may interfere with her completing the computer program. It will depend on whether or not the Social Service System will grant her permission to continue beyond the two year time limit for training imposed by the WEJT legislation.

June moved within walking distance of the Technical College which relieves her of transportation concerns. She is thinking of attending time management classes offered through the school to help her with that major hurdle in her life. She also feels she would benefit from attending the Goal Oriented Adult Learning Program Lab to enhance her academic skills which will then help her with her class work. Going to school has made a tremendous difference in how she feels about herself because she is "doing something" with her life. She likes school and the support she receives from the other students. For her, it is particularly good to know that the Single Parent/Homemaker Program staff is available to her if she should have serious school related problems to solve. June totally dislikes her dependence on AFDC and sees the pressures and obstacles in obtaining training as something she will have to keep dealing with in order to obtain a satisfying life-style for her daughters and herself.

Phyllis Allen

Phyllis is a single parent of three children, currently receiving AFDC. She has been divorced for three years. For ten years she worked in a metals factory but had to quit for personal reasons. Before that time she was a certified nursing assistant but was unable to meet the demands of a growing family and shift work which included weekends, evenings, and holidays. With her children and herself to support, Phyllis saw she needed job security, good fringe benefits, and opportunities for job advancement.

For her first step, Phyllis participated in the local Vocational Technical College's single parent/homemaker and displaced homemaker class which she read about in publicity materials on school offerings. Her self-image was at ground level when she entered the program but the class gave her a "grip" on herself and made it possible to take the next step to shaping her future. In some respects she feels she could have benefited even more greatly from participating in the class over a longer period of time with some expanded content. She attended the week long Career Decisions class, too, followed up with comprehensive career assessment activities. After moving through these classes and activities, Phyllis felt that the confusion she felt was dissolving and that a plan for her future was coming together.

Although she had experience in a factory doing nontraditional work, she was not interested in pursuing a technical career. At that point she registered for school in the Medical Secretary Associate Degree program. This showed up in her career assessment results and supports her need to work with people rather than things. In her geographic area there appears to be good job potential. Phyllis believes that having children to raise, strongly influences what a person chooses for a career and job. And this factor shaped her decision, as well. Phyllis was ready to quit classes if it had not been for the Goal Oriented Adult Learning Program which gave her individualized help in the academic area in which she continues to participate. She also took a computer class to develop needed skills. It is not necessary for her to receive financial assistance from the Single Parent/Homemaker program. Her financial aid for tuition and books comes from other sources, i.e., Pell Grant, Wisconsin Higher Education Act Grant and Department of Vocational Rehabilitation. She works for the school ten hours a week in the Career Development Department with the staff of the Single Parent/Homemaker Program. Money is always a concern and worry and she struggles with being away from home as much as she is.

Phyllis participates in the support group that meets twice a month every other week to share ideas on how members can help one another meet their personal and educational goals. Finding she is not alone in the problems she is experiencing helps. The class for returning adults meets on the alternating weeks and offers support as well. She feels the Single Parent/Homemaker Program changed her life. This is the first time in many years she feels happy. She is more productive and feels she has grown as a person. The class work is exciting and has enhanced her self-confidence. The program helped her to accept herself and leave what happened to the past. She has given herself permission to move forward and now has a future. None of what she has accomplished to date she feels would have happened as successfully or as quickly without the program and the caring program staff.

SUMMARIES OF PROGRAMMING ISSUES

Funding Sources Other Than Carl Perkins Vocational Education Funds

All on-site program received district matching funds. One site applied for JTPA 8% funds to serve single female heads of households through nontraditional job placements (has since been awarded that grant). One program hoped to receive some state AODA monies (or services) that will be awarded to the district.

Major Changes in Services/Activities Made Over Project History

Programs visited have basically cut back on the core curriculum offered. Reasons given for this were 1) referral agencies want the job done faster, 2) closer targeting of participants' needs, 3) not allowed by state to include job seeking/job keeping component, and 4) diminishing resources. Staff further explained that the shorter time frame for the core curriculum allows for more sections to be held within the school year as well as for client participation in a variety of workshop offerings. In addition, shortening the core curriculum has initiated integration of other services and programs within the unit as well as the institution at large, when possible and appropriate. And, in addition, efforts are made so that offerings are coordinated to allow participants to move from one activity to another in an orchestrated manner. One program set a cap on financial resources provided to participants and established criteria for who will receive support, while another program provides no financial support. Both these programs identify other sources of funding for tuition, child care, transportation, and books and provide guidance for participants in obtaining them.

Ways Single Parents, Homemakers, and Displaced Homemakers are Recruited and Selected for Program

The traditional strategies to recruit participants were used by on-site staff: promotional materials, radio and television PSAs, newspaper, word-of-mouth, contacts with service agencies within the community, presentations, referrals from district staff and community service providers, etc. In the case of all sites, participants are selected based on meeting the criteria established by the single parent/homemaker/displaced homemaker definitions. Two sites have more individuals eligible for services than the programs can serve because their support services monies were depleted before the year's end.

Determining Participant Needs

On-site staff interview participants at intake generally to determine needs and may use a survey which they developed over the course of the program. Staff were unanimous in their belief that participants' greatest needs were 1) career assessment and planning to identify interests, abilities, job skills, and to develop employment plans; 2) career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid; 3) money/assistance for child/dependent care to help participants take advantage of program services; 4) life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.; and 5) job seeking skills such as handling interviews, resume writing, filling out job applications, and job finding.

Based on their experience with participants over the life of their program, they unanimously agreed that participants' major problems were 1) inconvenient scheduling of classes or inflexible attendance polices, 2) lack of health insurance, 3) lack of infant care (0-18) and after school care, 4) dealing with legal rights (tenant, child support, AFDC, etc.), and 5) fear of failure.

Participants' Unmet Needs

On-site staff identified the need for follow-up/post program support for participants once they leave the Single Parent/Homemaker Program and are enrolled in training. They explained that women with children at home are particularly stressed with school and family demands and need contact with staff. Staff believe that participants would benefit from this service provided by the individual that first worked with them in the initial program and are familiar with their personal history. Staff at one site said support groups have not worked for their program. While at another, the support group is incorporated into the school day during activity hour every other week to help participants meet personal and educational goals. This strategy appears to work well. At the other site, a series of workshops focusing on home and family are offered during the noon hour to meet participants' needs for support.

On-site staff agreed unanimously that participants' financial needs are greater than the resources available. This need not only affects the cost associated with training including transportation and child care but also their home and family well-being. At one site housing is a great issue. There is tremendous need for co-op housing/transition housing for participants. Staff also see that participants' needs for higher wage employment is undermined by pressure from other agencies to engage in short term training only.

In terms of program offerings, on-site staff believe that participants have need for job seeking skills and job keeping skills beyond what they obtain in the core course, if they do, in fact, receive this type of information then. One staff recommended that job keeping and job seeking information should be repeated as well at the time that program participants are completing their training. One staff indicated that some of their participants need to work on a part-time basis and would benefit from this information.

Methods for Introducing Higher Wage Occupations

Participants at all three sites have access to information on higher wage occupations and in two cases the program is coordinated with nontraditional occupations projects in which participants may enroll. Methods for introducing higher wage occupations that are used at all three sites follow:

> Positive role models, speakers and panels of women in nontraditional occupations, workshops and conferences on nontraditional careers, career information systems, integrated local and national labor market information including projections and occupations.

Circumstances/Situations Affecting Program Impact

On-site staff identified basically negative circumstances and situations that affect individual's participation in the Single Parent/Homemaker/Displaced Homemaker Program: 1) the inflexibleness of the Social Service system requirements regarding training time frames and child care certification and reimbursement as well as the impact of educational financial aid on food stamp allotments; 2) social service's

own agenda and goals that hinder coordination with the Single Parent/Homemaker Programs; 3) a study being conducted in one county within a program's service area that identifies social service participants eligible to receive support services by a numbering system--this creates a very inequitable situation for single parents--however, on a positive note, the individuals who are eligible receive tremendous financial and other assistance and participant follow-up is diligently overseen by their case managers; 4) meeting space within the institution is scarce at one site and hinders the type of activities such as a support group available on a regular basis; 5) class scheduling within the institution causes increased training time as well as student retention problems; and 6) spousal and family attitudes create road blocks in the career development of participants and that this often affects the program outcomes in terms of individual achievement.

Program Strengths

On-site staff saw their strengths as follows: 1) commitment to participant needs and meeting participants at the appropriate point in their request for services while providing the basis for career choices made on firm ground; 2) excellent staff with effective interaction patterns and creative teaching skills; 3) good reputation within the institution; 4) participation at all school in-service to inform staff about what the program offers; 5) news coverage by local paper highlighting program and career services; 5) commitment to recruit and serve a specific number of minority single parents/homemakers; 6) prioritization of support funds to reach those most in need and to enable participants to access other workshops; 7) connect participants with other sources of funding to meet their additional support service needs and thus expand the support services they receive; and 8) provide successful role models for participants through staff that work with them and bring into the classroom single parents and displaced homemakers to speak and interact with participants.

Program Weaknesses

On-site staff identified the following program weaknesses: 1) institutional and state level desire for short term results and placements; 2) lack of district support and understanding of the program and issues; 3) emphasis on serving large numbers of individuals in a less comprehensive way; 4) lack of money and time to provide all the services needed by single parents, homemakers, and displaced homemakers; 5) lack of time and money for post program support; and 6) lack of statewide follow-up of program participants.

Desired Additional Services

On-site staff identified the following services they would provide to program participants if they had adequate resources: 1) more comprehensive job seeking and job keeping skills training (for those individuals enrolled in school as well as the program participants); 2) on-site child care and optional parenting component; 3) more dependent care support money; 4) post-program support and advocacy/training retention strategy; 5) year-round services to single parent/homemakers; 6) more transportation support money; and 7) provision of a "clothes closet" for participants.

Improved Methods to Provide Marketable Skills

On-site staff recommended the following strategies for program improvement: 1) preparation time allotted to update classroom resources and curriculum development; 2) post-program support and advocacy/training retention strategy; 3) more telecourses; and 4) uniform follow-up administered statewide at intervals to identify where former participants are regarding their employment and what they determine to be effective/ineffective components of programming.

Follow-up Studies of Participants

Short term follow-up of participants is conducted generally by on-site staff. As stated, time and money limit the extent of follow-up activities individual programs conduct. Long term uniform follow-up of participants statewide was recommended. As one on-site staff stated, "Only by contacting more graduates can we get a clearer picture of the success of our efforts."

Evaluation of Services

Participant evaluations of workshops and activities are a major form used by on-site staff to determine effectiveness. Pre- and post-questionnaires are used by one program staff. Another program involves its Advisory Committee in the evaluation of the program components and the staff does a self-evaluation. All programs evaluate themselves against the outcomes they proposed in terms of numbers of participants in training or employed, etc.

Coordination of Activities and Services Within the Institution to Assist Participants

All on-site programs have established and nurtured their own networks within their respective institutions to maintain a supportive climate in which they can refer participants. Other ways mentioned were 1) using the case management approach, 2) being aware of the possible programs and activities which can serve participants, 3) meeting formally and informally with district personnel to keep lines of communication open, and 4) coordinating programming within their respective units.

Relationships With Other Agencies In The Community

On-site programs have established their own linkages to agencies in the community. One program felt that it was time to strengthen these relationships because the number of referrals was down. Community agencies have personnel who speak to classes in one program. Program staff speak to agency groups and invite them to tour the campus. Staff from an outreach center of one program conducts a self-esteem class at the Job Center.

Effectiveness of Employment and Training Organizations/Service Providers

On-site staff offered the following opinions regarding the effectiveness of other employment and training organizations/service providers serving single parents/homemakers in their communities: 1) PIC serves a small number of single parents well, but many are not served; 2) single parents with greatest needs (those physically abused and those abusing substances, and those who have been incarcerated) need employment training and motivation beyond that provided; 3) job service/job club activity is hated by clients; 4) length of service provided is

inadequate; and 5) don't meet needs of clients because of very narrow focus, performance driven, and lack of cooperation with area Single Parent/Homemaker program or other service providers even with use of case management approach.

Relationship to Institution and District's Commitment to Project and Participants

One program staff described their situation as vulnerable but felt the program is moving toward being more integrated into the mainstream institutional structure. Another on-site staff felt their program had lost status due to institutional reorganization and the chain of command. One program thought their district would support them more financially if this became necessary. Constantly having to prove themselves was another issue identified by an on-site staff member.

Suggested Program Changes

Diminish the need to drive programs by concern with numbers of persons served was expressed by one on-site staff. Need for support staff, planning time, curriculum development time, and two year grant awards were also identified by the other sites' staff.

Future Program Plans

Future plans identified by on-site staff include: 1) coordinating a motivational component with WEJT, 2) emphasizing the case management approach, 3) greater support for support services and financial assistance to participants in nontraditional areas of study/training, 4) emphasis on job seeking and job keeping skills, 5) expanding support group, 6) greater support monies, 7) advising about the program across the school, and 8) greater advocacy with other programs.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The summary, conclusions, and recommendations of this Needs Assessment Study will address the study objectives described in the Introduction and be presented within that framework. As explained earlier, the objectives provided the basis for study.

Issue: Educational Services and Activities Needed

Summary and Conclusions: Of the educational activities and services presented in the Needs Assessment, over half the new participants indicated they had need for all areas. However, they felt most strongly that they needed career assessment, career planning, counseling, financial support, and training for job skills. Whether or not a participant was a single parent, homemaker, or displaced homemaker seemed to influence some of their needs for program activities and services. For example, homemakers had less need for financial support services while single parents had the strongest need to obtain beginning job skills. Looking at age, younger participants had the greatest need for financial support; and, this applied as well to participants representing ethnic minorities and those living in urban areas. Overall, age, ethnicity, size of community, and whether or not a participant was a single parent, homemaker, or displaced homemaker influenced somewhat the range of activities and services they needed. (See Data Display and Discussion for further details.)

Recommendations: Emphasize that single parents, homemakers, and displaced homemakers need a wide range of educational activities and support services as they attempt to attain marketable skills and economic self-sufficiency. Give attention to all the career, personal, and financial services and activities specified in the study survey and support a holistic approach to meeting individuals' needs. Recognize that age, ethnicity, size of community, and whether program participants are single parents, homemakers, or displaced homemakers can influence the range and strength of individuals' needs and be prepared to incorporate these factors into program planning in terms of allocating time and financial resources. (See Data Display and Discussion for specific details.)

Issue: Barriers Affecting Program Participation

Summary and Conclusions: Fear of failure is by far the major problem for single parents, homemakers, and displaced homemakers as they seek to obtain vocational training, secure employment, or improve their employment situation. Fear of failure relates to self-esteem issues and the need for self-confidence building and empowerment. Programs must insure that this fear is addressed. Other major issues expressed by participants included no credit in their name, inappropriate clothing for school or job, no health insurance, lack of child care, dealing with legal rights, and discrimination by employers, domestic violence or sexual abuse, to mention a few. Health and disability are noteworthy issues since personal health problems are a major concern for nearly a fourth of the participants, while 18% indicated they have a disability. Generally speaking, all types of major problems experienced by participants can impact negatively on their participation in the program activities and services and affect their successful transition to vocational training and employment. (See Data Display and Discussion for further details.)

Recommendations: Recognize that single parents, homemakers, and displaced homemakers are confronted with problems that can affect their participation in educational programs and training. Address these potential barriers by: 1) being aware of the range of institutional and community resources available, 2) determining the extent of the program's available resources, and 3) guiding individuals to the most appropriate sources for assistance. Address the fear of failure through curriculum offerings that promote self-esteem building and support group activities which provide emotional support and encouragement. Provide educational opportunities targeting individuals with disabilities using curriculum resources such as "Ready, Willing, and Able" designed specifically to assist the career development of women with disabilities.

Issue: Need for Services After Program Completion

Summary and Conclusions: Over half of the individuals who had completed career planning and/or other instructional services provided by the program indicated they had need for all areas of educational activities and services presented in the survey. However, they felt most strongly that they needed training to upgrade their job skills for a career change or new career and financial support for fees, books, and tuition. Overall, the level of need indicated by them was less than the new participants expressed. (Note: The study was not designed for these to necessarily be the same group of individuals.) Follow-up on completers' needs as they continue in training may be critical to their successful graduation and resulting employment. The fact that program completers had a wide range of needs following their program experience could indicate that the diversity in which programs are delivered (length of course time, self-selected workshops, and core curriculum) may have affected their responses in that they obtained less comprehensive information or missed out on some altogether and/or after their program experience they were more aware of what they needed in order to obtain marketable skills. It is also noteworthy that age, ethnicity, type of community and whether an individual was a single parent, homemaker, or displaced homemaker, affects somewhat the range of activities and services they desired.

Recommendations: Recognize that single parents, homemakers, and displaced homemakers have a wide range of needs even after they complete the career planning and educational components offered by the programs. Make available support groups organized to encourage empowerment and deal with pertinent issues and/or a series of workshops/programs covering desired information. Also make available a counseling referral system to direct individuals to the services they need. Collect exit data that indicate reasons why single parents, homemakers, and displaced homemakers drop out of training programs and to identify and further substantiate their need for services and activities beyond the program experience.

Issue: Fear of Failure and Self-Esteem Issues

Summary and Conclusions: Fear of failure appears to be a continuing issue for vocational/technical colleges to address and can be particularly serious in terms of influencing retention and graduation rates. Fear of failure was the major problem for a majority of the single parents, homemakers, and displaced homemakers who were program completers, although the percentage of individuals who expressed this problem was less than for the new participants. (Note that this study was not designed for these to necessarily be the same group of individuals.) Activities to address self-esteem issues appear to be a critical consideration. For the limited time spent in the programs, one can expect realistically that participants can be guided to solve only a minimum of problems which they face or to work toward addressing them and that also many of these issues will be reoccurring themes. Also noteworthy was that the incidence of disability for the program participants equaled the percentage of individuals for whom personal health was a major problem. Other major problems included lack of appropriate clothing, health insurance and financial credit, to mention a few. All the problems presented in the survey represented areas which can impact on an individual's ability to attain career goals. (See Data Display and Discussion for further details.)

Recommendations: Recognize that major problems facing single parents, homemakers, and displaced homemakers who are enrolled in vocational courses or considering to do so present a potential threat to their successful completion of a training program. Continue to build structures and strategies that provide assistance and support to these individuals and respond to their unique situation. Critical to individuals' retention and graduation rates may be support types of activities that address self-esteem issues and promote empowerment.

Issue: ***Program Services to All Age Groups, Ethnic Minorities, and Persons with Disabilities***

Summary and Conclusions: A majority of both new participants and program completers were determined economically disadvantaged with incomes for their family situation at or below the federal poverty guidelines. Individuals 18 to 24 years of age as well as ethnic minorities appeared to be underserved. However, the percentage of persons with disabilities served by the programs was greater than their rate of incidence in the general population. The bottom line for programs is that they must be prepared to reach out and address the special needs of these groups of single parents, homemakers, and displaced homemakers.

Recommendations: Encourage and/or require Single Parent/Homemaker programs to outreach more ethnic minorities and increase their participation in the activities and services of the programs. Promote the development and implementation of models and strategies to accomplish this. Develop and implement programs between the VTAE districts and the secondary public schools to promote and enhance the transition of teen parents to the vocational/technical colleges and to encourage their participation in the post-secondary Single Parent/Homemaker Programs. Establish and maintain close linkages between the Single Parent/Homemaker Programs and the institutional programs and community agencies serving persons with disabilities because of the potential need for support services that these individuals may require which programs cannot provide.

Issue: Data Collection on Program Participants

Summary and Conclusions: It appears that programs determine participants' needs in various ways. Some are determined through an interview process while other programs use forms which have been developed over time. Mostly informal strategies are used. Data collection provides information for programs to use as staff assess, develop, and refine program activities and services on an ongoing basis. Considering the limited financial resources available to the Single Parent/Homemaker Programs, a thorough assessment of participants' needs and problems makes good sense in terms of effective program management. Data are also needed to determine the impact of programs on graduates over the long term and the program affect on their life situation.

Recommendations: Develop an impact study to determine the employment status of single parents, homemakers, and displaced homemakers who completed the program and have been employed for a number of years. Encourage and reward programs for maintaining an effective needs assessment process that will provide the data base for adapting and refining program activities and services to serve more effectively single parents, homemakers, and displaced homemakers and address individual needs of special populations. (See the Appendix for an example of a Needs Assessment instrument.)

Issue: Program Content, Structure, and Comprehensiveness

Summary and Conclusions: A wide range of educational activities and support services are available to single parents, homemakers, and displaced homemakers through the Carl Perkins funded programs. Program completers felt the services which were most helpful to them were similar to the ranking of those in which they indicated participation. Personal counseling and group support topped the list and should receive careful attention by the programs. Only 10% of the program completers felt they needed services which they did not receive and much of what they identified reflected more in-depth programming which would require an extended period of class time. Financial support issues were identified as well. A need for job placement, job seeking, and job advancement information was mentioned, also. Over half of the programs allow participants to self-select educational activities. This approach may have impacted on responses by program completers because they may not have realized their need for specific types of information until after their program experience.

Recommendations: Continue to recommend comprehensive educational activities and support services be available to single parents, homemakers, and displaced homemakers to enable their attainment of education and training. Make available to all program participants personal counseling and some form of support group which may be key to successful transition to training and employment, as alluded to by many parts of the data collected. Address the issues of: 1) core curriculum vs self-selected course offerings, 2) conceptual areas to be covered, 3) comprehensiveness of course content, and 4) length of course or workshops to determine the most effective ways in which to serve individuals.

Issue: Program Status Within the Institution and Community

Summary and Conclusions: The educational activities and services provided single parents, homemakers, and displaced homemakers as discussed earlier, address the broad range of needs participants indicated. In examining the services which a small percentage identified that they needed but did not receive from the program, nearly all of these require financial resources and staff time both of which are extremely limited. Institutionally, the greatest barrier to providing services to participants identified by program staff was the low status of the programs within the vocational/technical colleges and the lack of commitment that this reflects. Almost all related barriers stem back to this issue. The community barriers which impacted on staff serving participants successfully were basically transportation factors and employment issues--inadequate work opportunities, lack of fringe benefits, and age and nontraditional occupations' (NTO) discrimination. Some of these issues might be addressed through community education.

Recommendations: Encourage program providers to continue to seek out and coordinate with financial sources and other resources to supplement their existing budgets. Identify and implement ways to enhance the programs' status within their institutional settings. Encourage programs to create and maintain positive linkages with the business community to impact on age and NTO discrimination and to address other relevant employment issues.

Issue: Nontraditional Occupational Training and Higher Wage Occupations

Summary and Conclusions: Nearly all programs offered activities and counseling in nontraditional occupations (NTO) and higher wage jobs. Programs offered NTO information in a variety of ways. Only a few had access to Sex Equity projects that were funded to promote NTOs and to which participants were referred. Of the program completers, just under half of them received NTO counseling and only 10% identified this service as one of three most helpful to them. Overall, staff referred participants to high technology training at a very modest level. NTO counseling can present issues for both staff and participants. The data suggest that the emphasis on nontraditional occupations/higher wage occupations as a type of training and employment be expanded and that more participants be exposed to this career option to an even greater extent.

Recommendations: Continue and expand NTO activities in program course offerings. Provide staff with models and strategies for introducing and promoting NTO as viable career options. Consider a policy to require an NTO unit to be included in the programs' core curriculum and/or course offerings. Consider collecting data that would show which programs have the greatest success in recruiting students to NTO training (including their graduation rate and employment data) and the processes and procedures employed. And make this information available to all programs for replication.

Issue: Linkages with Institutional and Community Resources

Summary and Conclusions: Overall, programs referred their participants to a range of programs and services within their institutions. But referrals were made at modest levels in the areas of high technology training, disadvantaged and handicapped programs, vocational assessment, and job placement. Links to programs and services within the institution are necessary when attempting to address the full range of participants' needs. Programs are limited by their level of staffing and the financial resources available to them within their program structure. Program staff provided an extensive list of agencies to which they referred participants. These sources are also critical to participants' success in obtaining marketable skills and self-sufficiency and provide much support that is not within the realm of program services. A case in point would be connecting with the programs for disabled persons to obtain services as needed by the inordinate number of single parents, homemakers, and displaced homemakers who indicated they were disabled and were concerned about their personal health problems.

Recommendations: Encourage program providers to maintain and expand links with community agencies to enhance the options available for addressing the needs and problems that face single parents, homemakers, and displaced homemakers as they engage in occupational training and obtain employment. Consider carefully the programs and services within the vocational/technical colleges and those within the community to determine which resources can address most effectively the problems and needs of individuals and which ones fit most effectively within the framework of the programs' capabilities; case in point would be the high incidence of individuals with disabilities and services that could be obtained from the institution's programs for these individuals.

Issue: Communication Within and Outside the Institution

Summary and Conclusions: Communication patterns are a critical aspect of successful programming, particularly because programs need the support of the district boards, administrators, staff, and community if they care to strengthen their status and obtain more than a cursory commitment. Communication about the programs, participants, services, and successes was conducted most frequently by written information or through supervisors rather than on a one-to-one basis. To obtain support from district boards and district directors/administrators, information is key. Reaching these individuals through written information, personal contacts, and presentations were ways programs frequently publicized their activities. Program staff worked with other district staff who represented a variety of disciplines and service areas. Much of the communication between the programs was for recruitment, retention, advocacy, and intervention purposes. For community purposes, programs used recruiting techniques mostly that featured various types of media.

Recommendations: Maintain and strengthen the institutional communication patterns possibly through more direct and regular contact of program providers with board members, district directors, and administrators. Use evaluation and assessment data to document program impact as well as personal testimony from participants who have experienced successful life changes. Encourage program staff to maintain a working relationship with a broad range of district staff to enable a flow of information between and among all possible sources of support and to make themselves known within the institution by active participation on institutional committees. Encourage and expand whenever possible publicity efforts aimed at the community-at-large so programs can build on the support systems and the resources available.

Issue: Staff Development Opportunities and Curriculum Resources

Summary and Conclusions: As evidenced by the range of needs and major problems identified by single parents, homemakers, and displaced homemakers, staff must have comprehensive skills and multi-resources with which to conduct the program activities and services. Because the programs operate within a social context, change is constant and demands that staff and resources be current at an ever accelerated pace. Staff have self-identified needs for curriculum resources and areas for staff development which reflect the current issues that confront them. (See Data Display and Discussion for specific details.)

Recommendations: Emphasize staff development opportunities and curriculum resources to help program providers develop self-identified skills and obtain information addressing the needs and problems of single parents, homemakers, and displaced homemakers. Two specific examples follow: based on the percentage of ethnic minorities served by the programs, staff need both resources and inservice programs on recruiting and working effectively with these individuals. Further, staff need both resources and staff development opportunities to help them work with physically and emotionally disabled individuals. (See discussion of the data for complete listing.)

APPENDIX

Table 1a: Some Level of Need Indicated by Enrollment Status of New Participants

Needs	*Homemakers* (255)	*Percentage of Displaced Homemakers* (180)	*Single Parents* (301)
Job placement where I can advance	38%	30%	26%
Training to obtain beginning job skills	40%	35%	26%
Training to upgrade my job skills for a career change/new career	31%	26%	20%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	28%	34%	31%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	35%	24%	28%
Basic skills improvement in reading, math, writing, science, GED, preparation, etc.	35%	37%	39%
Personal counseling	47%	43%	40%
Support group for friendship, emotional support, encouragement	47%	44%	48%
Financial support for textbooks, tuition, fees	25%	18%	12%
Money/assistance for child/dependent care to help you take advantage of program services	18%	13%	16%
Money/assistance for transportation to help you take advantage of program services	22%	21%	23%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	37%	32%	39%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	41%	36%	40%
Job keeping skills such as attitudes, legal rights, employers' expectations	44%	44%	41%
Assistance and referral for legal problems, health care, other agencies' services, etc.	29%	33%	33%

Table 2a: No Level of Need Indicated by the Enrollment Status of New Participants

Needs	*Homemakers* (255)	*Percentage of Displaced Homemakers* (180)	*Single Parents* (301)
Job placement where I can advance	20%	8%	22%
Training to obtain beginning job skills	17%	10%	14%
Training to upgrade my job skills for a career change/new career	14%	8%	10%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	11%	12%	16%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	10%	9%	10%
Basic skills improvement in reading, math, writing, science, GED, preparation, etc.	44%	30%	33%
Personal counseling	34%	24%	32%
Support group for friendship, emotional support, encouragement	32%	21%	21%
Financial support for textbooks, tuition, fees	36%	13%	8%
Money/assistance for child/dependent care to help you take advantage of program services	64%	48%	19%
Money/assistance for transportation to help you take advantage of program services	55%	24%	15%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	27%	15%	14%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	14%	14%	15%
Job keeping skills such as attitudes, legal rights, employers' expectations	35%	21%	31%
Assistance and referral for legal problems, health care, other agencies' services, etc.	60%	30%	32%

Table 3a: Some Level of Need Indicated by Age Level of New Participants

Needs	*Percentage of Respondents At Age Levels* 18-24 (84)	25-44 (518)	45-64 (157)	65+ (1)
Job placement where I can advance	33%	48%	45%	100%
Training to obtain beginning job skills	26%	31%	43%	100%
Training to upgrade my job skills for a career change/new career	24%	24%	30%	0
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	32%	31%	26%	0
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	30%	29%	29%	0
Basic skills improvement in reading, math, writing, science, GED, preparation, etc.	35%	36%	42%	0
Personal counseling	46%	41%	50%	0
Support group for friendship, emotional support, encouragement	55%	46%	42%	100%
Financial support for textbooks, tuition, fees	14%	15%	29%	0
Money/assistance for child/dependent care to help you take advantage of program services	13%	15%	15%	0
Money/assistance for transportation to help you take advantage of program services	23%	23%	17%	0
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	41%	36%	33%	0
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	43%	37%	42%	0
Job keeping skills such as attitudes, legal rights, employers' expectations	44%	41%	49%	0
Assistance and referral for legal problems, health care, other agencies' services, etc.	55%	46%	42%	100%

Table 4a: No Level of Need Indicated by Age Level of New Participants

Needs	*Percentage of Respondents At Age Levels* 18-24 (84)	25-44 (518)	45-64 (157)	65+ (1)
Job placement where I can advance	26%	18%	13%	0
Training to obtain beginning job skills	11%	15%	12%	0
Training to upgrade my job skills for a career change/new career	12%	11%	8%	100%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	13%	14%	9%	100%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	8%	11%	6%	100%
Basic skills improvement in reading, math, writing, science, GED, preparation, etc.	30%	36%	38%	100%
Personal counseling	31%	33%	19%	100%
Support group for friendship, emotional support, encouragement	20%	23%	34%	0
Financial support for textbooks, tuition, fees	12%	16%	36%	100%
Money/assistance for child/dependent care to help you take advantage of program services	11%	40%	66%	100%
Money/assistance for transportation to help you take advantage of program services	17%	30%	44%	100%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	14%	17%	28%	100%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	17%	15%	8%	100%
Job keeping skills such as attitudes, legal rights, employers' expectations	29%	32%	20%	100%
Assistance and referral for legal problems, health care, other agencies' services, etc.	24%	43%	43%	100%

Table 5a: Some Level of Need Indicated by Minority or Non-Minority Factor of New Participants

Needs	*Percentage of Respondents* *Minority* (111)	*Non-Minority* (649)
Job placement where I can advance	25%	32%
Training to obtain beginning job skills	24%	35%
Training to upgrade my job skills for a career change/new career	18%	26%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	31%	31%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	24%	30%
Basic skills improvement in reading, math, writing, science, GED, preparation, etc.	35%	38%
Personal counseling	32%	46%
Support group for friendship, emotional support, encouragement	41%	47%
Financial support for textbooks, tuition, fees	9%	19%
Money/assistance for child/dependent care to help you take advantage of program services	12%	16%
Money/assistance for transportation to help you take advantage of program services	20%	22%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	35%	36%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	33%	40%
Job keeping skills such as attitudes, legal rights, employers' expectations	32%	45%
Assistance and referral for legal problems, health care, other agencies' services, etc.	32%	32%

Table 6a: No Level of Need Indicated by Minority or Non-Minority Factor of New Participants

Needs	*Percentage of Respondents* Minority (111)	Non-Minority (649)
Job placement where I can advance	14%	18%
Training to obtain beginning job skills	15%	14%
Training to upgrade my job skills for a career change/new career	10%	11%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	16%	13%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	13%	9%
Basic skills improvement in reading, math, writing, science, GED, preparation, etc.	29%	37%
Personal counseling	36%	29%
Support group for friendship, emotional support, encouragement	27%	25%
Financial support for textbooks, tuition, fees	5%	22%
Money/assistance for child/dependent care to help you take advantage of program services	19%	46%
Money/assistance for transportation to help you take advantage of program services	10%	35%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	19%	19%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	16%	14%
Job keeping skills such as attitudes, legal rights, employers' expectations	31%	29%
Assistance and referral for legal problems, health care, other agencies' services, etc.	24%	43%

Table 7a: Some Level of Need Indicated by Size of Community in Which New Participants Reside

Needs	*Percentage of Respondents by Community Size* Urban (216)	Rural (442)	Farm (82)
Job placement where I can advance	31%	32%	28%
Training to obtain beginning job skills	28%	34%	46%
Training to upgrade my job skills for a career change/new career	19%	26%	34%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	31%	30%	32%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	25%	33%	22%
Basic skills improvement in reading, math, writing, science, GED, preparation, etc.	35%	39%	40%
Personal counseling	44%	43%	48%
Support group for friendship, emotional support, encouragement	46%	48%	43%
Financial support for textbooks, tuition, fees	18%	19%	15%
Money/assistance for child/dependent care to help you take advantage of program services	11%	17%	16%
Money/assistance for transportation to help you take advantage of program services	21%	23%	21%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	38%	36%	32%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	39%	41%	33%
Job keeping skills such as attitudes, legal rights, employers' expectations	36%	47%	45%
Assistance and referral for legal problems, health care, other agencies' services, etc.	27%	35%	28%

Table 8a: No Level of Need Indicated by Size of Community in Which New Participants Reside

Needs	*Percentage of Respondents by Community Size* Urban (216)	Rural (442)	Farm (82)
Job placement where I can advance	16%	17%	24%
Training to obtain beginning job skills	15%	14%	13%
Training to upgrade my job skills for a career change/new career	10%	10%	16%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	19%	10%	16%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	12%	6%	15%
Basic skills improvement in reading, math, writing, science, GED, preparation, etc.	39%	34%	38%
Personal counseling	29%	31%	29%
Support group for friendship, emotional support, encouragement	22%	25%	32%
Financial support for textbooks, tuition, fees	9%	21%	32%
Money/assistance for child/dependent care to help you take advantage of program services	33%	44%	56%
Money/assistance for transportation to help you take advantage of program services	27%	31%	40%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	20%	17%	21%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	15%	14%	13%
Job keeping skills such as attitudes, legal rights, employers' expectations	33%	27%	31%
Assistance and referral for legal problems, health care, other agencies' services, etc.	37%	41%	51%

Table 9a: Some Level of Need Indicated by Homemakers, Displaced Homemakers, and Single Parents who Completed the Program

Needs	*Homemakers* (76)	*Percentage of Displaced Homemakers* (95)	*Single Parents* (148)
Job placement where I can advance	37%	37%	36%
Training to obtain beginning job skills	29%	36%	35%
Training to upgrade my job skills for a career change/new career	39%	26%	30%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	37%	37%	35%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	36%	40%	36%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	33%	33%	25%
Personal counseling	41%	40%	39%
Support group for friendship, emotional support, encouragement	41%	53%	42%
Financial support for textbooks, tuition, fees	33%	18%	18%
Money/assistance for child/dependent care to help you take advantage of program services	15%	13%	10%
Money/assistance for transportation to help you take advantage of program services	20%	32%	23%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	38%	48%	41%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	38%	38%	39%
Job keeping skills such as attitudes, legal rights, employers' expectations	40%	48%	41%
Assistance and referral for legal problems, health care, other agencies' services, etc.	41%	32%	35%

Table 10a: No Level of Need Indicated by Homemakers, Displaced Homemakers, and Single Parents who Completed the Program

Needs	*Percentage of*		
	Homemakers (76)	*Displaced Homemakers* (95)	*Single Parents* (148)
Job placement where I can advance	16%	17%	20%
Training to obtain beginning job skills	37%	28%	20%
Training to upgrade my job skills for a career change/new career	7%	21%	12%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	39%	43%	35%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	26%	22%	28%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	46%	43%	51%
Personal counseling	38%	35%	28%
Support group for friendship, emotional support, encouragement	30%	24%	16%
Financial support for textbooks, tuition, fees	31%	29%	12%
Money/assistance for child/dependent care to help you take advantage of program services	72%	53%	27%
Money/assistance for transportation to help you take advantage of program services	57%	28%	18%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	29%	19%	18%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	30%	24%	26%
Job keeping skills such as attitudes, legal rights, employers' expectations	42%	28%	36%
Assistance and referral for legal problems, health care, other agencies' services, etc.	49%	42%	35%

Table 11a: Some Level of Need Indicated by Age Level of Program Completers

Needs	*Percentage of Respondents* Ages 18-44 (263)	Ages 45-65+ (62)
Job placement where I can advance	38%	30%
Training to obtain beginning job skills	33%	41%
Training to upgrade my job skills for a career change/new career	27%	48%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	39%	30%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	38%	36%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	29%	36%
Personal counseling	41%	44%
Support group for friendship, emotional support, encouragement	45%	44%
Financial support for textbooks, tuition, fees	21%	33%
Money/assistance for child/dependent care to help you take advantage of program services	13%	5%
Money/assistance for transportation to help you take advantage of program services	24%	26%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	45%	36%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	37%	41%
Job keeping skills such as attitudes, legal rights, employers' expectations	41%	44%
Assistance and referral for legal problems, health care, other agencies' services, etc.	34%	38%

Table 12a: No Level of Need Indicated by Age Level of Program Completers

Needs	*Percentage of Respondents* Ages 18-44 (263)	Ages 45-65+ (62)
Job placement where I can advance	16%	16%
Training to obtain beginning job skills	24%	30%
Training to upgrade my job skills for a career change/new career	15%	8%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	37%	44%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	24%	25%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	47%	48%
Personal counseling	32%	31%
Support group for friendship, emotional support, encouragement	22%	21%
Financial support for textbooks, tuition, fees	18%	36%
Money/assistance for child/dependent care to help you take advantage of program services	36%	85%
Money/assistance for transportation to help you take advantage of program services	26%	48%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	19%	28%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	26%	26%
Job keeping skills such as attitudes, legal rights, employers' expectations	34%	41%
Assistance and referral for legal problems, health care, other agencies' services, etc.	40%	43%

Table 13a: Some Level of Need Indicated by Minority or Non-Minority Factor of Program Completers

Needs	*Percentage of Respondents* Minority (38)	Non-Minority (292)
Job placement where I can advance	29%	38%
Training to obtain beginning job skills	34%	34%
Training to upgrade my job skills for a career change/new career	32%	31%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	26%	39%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	24%	39%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	34%	29%
Personal counseling	37%	42%
Support group for friendship, emotional support, encouragement	37%	47%
Financial support for textbooks, tuition, fees	21%	23%
Money/assistance for child/dependent care to help you take advantage of program services	13%	12%
Money/assistance for transportation to help you take advantage of program services	21%	25%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	47%	42%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	40%	39%
Job keeping skills such as attitudes, legal rights, employers' expectations	45%	42%
Assistance and referral for legal problems, health care, other agencies' services, etc.	34%	35%

Table 14a: No Level of Need Indicated by Minority or Non-Minority Factor of Program Completers

Needs	*Percentage of Respondents*	
	Minority (38)	*Non-Minority* (292)
Job placement where I can advance	21%	17%
Training to obtain beginning job skills	13%	27%
Training to upgrade my job skills for a career change/new career	3%	14%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	34%	38%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	24%	25%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	29%	49%
Personal counseling	45%	30%
Support group for friendship, emotional support, encouragement	37%	20%
Financial support for textbooks, tuition, fees	11%	23%
Money/assistance for child/dependent care to help you take advantage of program services	26%	48%
Money/assistance for transportation to help you take advantage of program services	16%	32%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	24%	20%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	21%	27%
Job keeping skills such as attitudes, legal rights, employers' expectations	32%	36%
Assistance and referral for legal problems, health care, other agencies' services, etc.	37%	41%

Table 15a: Some Level of Need Indicated by Size of Community in Which Completers Reside

Needs	*Percentage of Respondents by Community Size* Urban (100)	Rural (151)	Farm (18)
Job placement where I can advance	43%	36%	33%
Training to obtain beginning job skills	37%	38%	39%
Training to upgrade my job skills for a career change/new career	29%	29%	39%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	23%	33%	61%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	25%	36%	56%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	21%	24%	39%
Personal counseling	21%	38%	61%
Support group for friendship, emotional support, encouragement	41%	47%	48%
Financial support for textbooks, tuition, fees	15%	25%	33%
Money/assistance for child/dependent care to help you take advantage of program services	11%	12%	19%
Money/assistance for transportation to help you take advantage of program services	22%	25%	22%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	42%	43%	52%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	39%	38%	44%
Job keeping skills such as attitudes, legal rights, employers' expectations	52%	39%	37%
Assistance and referral for legal problems, health care, other agencies' services, etc.	31%	38%	33%

Table 16a: No Level of Need by Size of Community in Which Completers Reside

Needs	*Percentage of Respondents by Community Size* Urban (100)	Rural (151)	Farm (18)
Job placement where I can advance	24%	17%	22%
Training to obtain beginning job skills	27%	24%	22%
Training to upgrade my job skills for a career change/new career	31%	17%	6%
Career assessment and planning to identify interests, abilities, job skills and develop employment plan	22%	46%	22%
Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid	13%	27%	17%
Basic skills improvement in reading, math, writing, science, GED preparation, etc.	27%	50%	39%
Personal counseling	22%	38%	33%
Support group for friendship, emotional support, encouragement	19%	23%	22%
Financial support for textbooks, tuition, fees	18%	24%	19%
Money/assistance for child/dependent care to help you take advantage of program services	40%	47%	59%
Money/assistance for transportation to help you take advantage of program services	36%	28%	30%
Life skills such as decision making, assertiveness, confidence building, time and money management, single parenting, etc.	18%	21%	22%
Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding	13%	33%	22%
Job keeping skills such as attitudes, legal rights, employers' expectations	21%	40%	52%
Assistance and referral for legal problems, health care, other agencies' services, etc.	38%	40%	48%

Table 17a: Services Program Completers Did Not Receive But Desired

Services	*Frequency of Responses* (15 respondents)
Financial assistance/financial aid	6
Before and after school child care/study time	3
More information on financial aid	2
Post program support group during training period	2
Awareness of all available services	1
Transportation assistance	2
Program support group	1
Personal counseling	2
Relocation information	1
Program classes longer than six weeks	1
Information on "Managing School, Family and Job"	2
Job seeking skills	1
"On the job" training	1
More time to deal with personal issues	1
More time for working with self-esteem	1
Information on employment agencies	1
Single parenting skills	1
Entrepreneur assessment, opportunities, and education	1
Skills to move up in the job	1
Individual power and achievement strategies	1
Classes held closer to place of residence	1
Enrollment counseling	1
Career information resources	1

Program ID _____

NEW PARTICIPANT SURVEY
SINGLE PARENT/HOMEMAKER PROGRAM NEEDS

1. The following items represent needs which can affect an individual's ability to obtain vocational training, secure employment, or improve her or his employment situation.

PLEASE INDICATE YOUR PRESENT LEVEL OF NEED BY CHECKING THE APPROPRIATE BOX

	Strong Need	Some Need	No Need	
a.	☐	☐	☐	Job placement where I can advance
b.	☐	☐	☐	Training to obtain beginning job skills
c.	☐	☐	☐	Training to upgrade my job skills for a career change/new career
d.	☐	☐	☐	Career assessment and planning to identify interests, abilities, job skills & develop employment plan
e.	☐	☐	☐	Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid
f.	☐	☐	☐	Basic skills improvement in reading, math, writing, science, GED preparation, etc.
g.	☐	☐	☐	Personal counseling
h.	☐	☐	☐	Support group for friendship, emotional support, encouragement
i.	☐	☐	☐	Financial support for text books, tuition, fees
j.	☐	☐	☐	Money/assistance for child/dependent care to help you take advantage of program services
k.	☐	☐	☐	Money/assistance for transportation to help you take advantage of program services
l.	☐	☐	☐	Life skills such as decision-making, assertiveness, confidence building, time and money management, single parenting, etc.
m.	☐	☐	☐	Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding
n.	☐	☐	☐	Job keeping skills such as attitudes, legal rights, employers' expectations
o.	☐	☐	☐	Assistance and referral for legal problems, health care, other agencies' services, etc.

p. Other, please describe _____

_____

_____

_____

2. Which of the following do you feel are major problems for you now? **Please circle *ALL* letters that apply.**

a. Inconvenient scheduling of classes or inflexible attendance policies

b. Lack of: **(circle number of all that apply)**
1. infant care (0-18 months) 3. after school care
2. pre-school care 4. adult dependent care
so you can attend classes, vocational training or job

c. Lack of instructor/staff support during classes/ vocational training

d. Lack of appropriate clothing for school or job seeking

e. Lack of work-study opportunities

f. Lack of health insurance for yourself

g. Dealing with being a victim of domestic violence or sexual assault

h. Dealing with your legal rights (tenant, child support, AFDC, etc.)

i. Lack of credit in your name (credit card, car loan)

j. Dealing with drug and alcohol problems for yourself or family members

k. Discrimination by employers (against hiring)

l. Dealing with your own health problems

m. Fear of failure

n. Other, please describe _____

_____

(continued on back)

CIRCLE ONLY *ONE* RESPONSE FOR ITEMS 3 THROUGH 13

3. Please identify your status

   a. "Homemaker" means an individual who i[illegible]:

   - adult, and
   - has worked as an adult primarily without remuneration to care for the home and family and, for that reason, has diminished marketable skills.

   b. Displaced Homemaker means an individual who:

   - has worked within the home for a substantial number of years
   - is displaced from homemaker role because of separation, divorce, death or disability of spouse

   c. "Single parent" means an individual who:

   - is unmarried or legally separated from a spouse, and
   - has a minor child or children for which the parent has eith[illegible] custody or joint custody

4. Age

   a. 18-24
   b. 25-44
   c. 45-64
   d. 65 years and older

5. How many dependents including yourself are you or will you be financially responsible for?

   a. None
   b. One
   c. Two
   d. Three
   e. Four
   f. Five
   g. Six or more

6. What is the number of dependents you have that require child care?

   a. None
   b. One to two
   c. Three to four
   d. Five or more

7. Do you have a physical, emotional, or mental disability?

   a. No b. Yes
   If yes, please specify _____

8. Which best describes where you live?

   a. Urban - City with population 50,000 or over
   b. Rural - Area with population under 50,000
   c. Farm

9. What is the highest educational level you have achieved?

   a. Less high school
   b. High school/GED
   c. Some college or vocational training
   d. Associate degree/vocational diploma
   e. Bachelor's degree or more

10. What is your ethnic background?

    a. American Indian or Alaskan Native
    b. Asian or Pacific Islander
    c. Black, not of Hispanic origin
    d. Hispanic
    e. White, not of Hispanic origin

11. What is your major source of income?

    a. Salary from job
    b. Child support and/or alimony/maintenance
    c. AFDC
    d. Other, please specify _____

12. What is your monthly household income?

    a. $500 or less
    b. $501 to $668
    c. $669 to $838
    d. $839 to $1,008
    e. $1,009 to $1,178
    f. $1,179 to $1,348
    g $1,349 or more

13. In what category is your most recent job?

    a. Never employed
    b. Managerial/Administrative
    c. Professional/Technical (nurse, lab tech, teacher, etc.)
    d. Sales
    e. Clerical (secretary, data processor, etc.)
    f. Skilled Trade/Craft (mechanic, carpenter, etc.)
    g. Operative (packer, wrapper, assembler, driver)
    h. Service Worker (food service worker, cashier, teller, nurses aid, motel/hotel housekeeping)
    i. Self-Employed
    j. Other, please specify _____

14. **Please circle *ALL* items that apply to your employment status.**

    a. Never been employed
    b. Currently employed
    c. Have been employed but not now
    d. Underemployed (in a low paying job using less skills than you have)

15. Please indicate the date you completed this survey

    _____

Thank you !

Program ID_____

PROGRAM COMPLETER SURVEY
SINGLE PARENT/HOMEMAKER PROGRAM NEEDS

1. The following represent needs which can affect an individual's ability to obtain vocational training, secure employment, or improve her or his employment situation.

PLEASE INDICATE YOUR PRESENT LEVEL OF NEED BY CHECKING THE APPROPRIATE BOX

	Strong Need	Some Need	No Need	
a.	☐	☐	☐	Job placement where I can advance
b.	☐	☐	☐	Training to obtain beginning job skills
c.	☐	☐	☐	Training to upgrade my job skills for a career change/new career
d.	☐	☐	☐	Career assessment and planning to identify interests, abilities, job skills & develop employment plan
e.	☐	☐	☐	Career and educational counseling to identify career possibilities, job market, higher-wage jobs, training opportunities, financial aid
f.	☐	☐	☐	Basic skills improvement in reading, math, writing, science, GED preparation, etc.
g.	☐	☐	☐	Personal counseling
h.	☐	☐	☐	Support group for friendship, emotional support, encouragement
i.	☐	☐	☐	Financial support for text books, tuition, fees
j.	☐	☐	☐	Money/assistance for child/dependent care to help you take advantage of program services
k.	☐	☐	☐	Money/assistance for transportation to help you take advantage of program services
l.	☐	☐	☐	Life skills such as decision-making, assertiveness, confidence building, time and money management, single parenting, etc.
m.	☐	☐	☐	Job seeking skills such as handling interviews, resume writing, filling out job applications, job finding
n.	☐	☐	☐	Job keeping skills such as attitudes, legal rights, employers' expectations
o.	☐	☐	☐	Assistance and referral for legal problems, health care, other agencies' services, etc.
p.	Other, please describe _____			

2. Which of the following do you feel are major problems for you now? **Please circle ALL letters that apply.**

a. Inconvenient scheduling of classes or inflexible attendance policies
b. Lack of: **(circle number of all that apply)**
1. infant care (0-18 months) *3. after school care*
2. pre-school care *4. adult dependent care*
so you can attend classes, vocational training or job
c. Lack of instructor/staff support during classes/ vocational training
d. Lack of appropriate clothing for school or job seeking.
e. Lack of work-study opportunities
f. Lack of health insurance for yourself
g. Dealing with being a victim of domestic violence or sexual assault
h. Dealing with your legal rights (tenant, child support, AFDC, etc.)
i. Lack of credit in your name (credit card, car loan)
j. Dealing with drug and alcohol problems for yourself or family members
k. Discrimination by employers (against hiring)
l. Dealing with your own health problems
m. Fear of failure
n. Other, please describe _____

3. Which of the following services did you receive from the Single Parent/Homemaker Program? **Please circle ALL letters that apply.**

a. Basic skills instruction/GED preparation
b. Career awareness/career counseling
c. Counseling in nontraditional/higher paying jobs
d. Career assessment/planning
e. Job readiness skills development (interviewing, resume writing, employers expectation, etc.)
f. Job placement information/assistance
g. Job skills training/referral to training program, etc.
h. Life skills instruction (confidence building, time and money, etc.)
i. Financial assistance (child care/tuition, etc.)
j. Personal counseling/group support
k. Coordination/referral to other programs and agencies
l. Other, please describe _____

4. From those you circled above, please list the letters of the three services most helpful to you. 1.____ 2.____ 3.____

(continued on back)

5. Are there any services that would have been helpful to you that were not available? No _____ Yes _____
If yes, please describe _____

PLEASE CIRCLE ONLY *ONE* RESPONSE FOR ITEMS 6 through 16

6. Please identify your status:

   a. "Homemaker" means an individual who:
   - is an adult, and
   - has worked as an adult primarily without remuneration to care for the home and family and, for that reason, has diminished marketable skills.

   b. Displaced Homemaker means an individual who:
   - has worked within the home for a substantial number of years
   - is displaced from homemaker role because of separation, divorce, death or disability of spouse

   c. "Single parent" means an individual who:
   - is unmarried or legally separated from a spouse, and
   - has a minor child or children for which the parent has either custody or joint custody

7. Age

   a. 18 - 24
   b. 25-44
   c. 45-64
   d. 65 years and older

8. Do you have a physical, emotional or mental disability?

   a. No _____ b. Yes _____ If yes, please describe _____

9. How many dependents including yourself are you or will you be financially responsible for?

   a. None
   b. One
   c. Two
   d. Three
   e. Four
   f. Five
   g. Six or more

10. What is the number of dependents you have that require child care?

    a. None
    b. One to two
    c. Three to four
    d. Five or more

11. Which best describes where you live?

    a. Urban - City with population 50,000 or over
    b. Rural - Area with population under 50,000
    c. Farm

12. What is the highest educational level you have achieved?

    a. Less than high school
    b. High school/GED
    c. Some college or vocational training
    d. Associate degree/vocational diploma
    e. Bachelor's degree or more

13. What is your ethnic background?

    a. American Indian or Alaskan Native
    b. Asian or Pacific Islander
    c. Black, not of Hispanic origin
    d. Hispanic
    e. White, not of Hispanic origin

14. What is your major source of income?

    a. Salary from job
    b. Child support and/or alimony/maintenance
    c. AFDC
    d. Student Financial Aid or other educational aid
    e. DVR
    f. Other, please specify _____

15. What is your monthly household income?

    a. $500 or less
    b. $501 to $668
    c. $669 to $838
    d. $839 to $1,008
    e. $1,009 to $1,178
    f. $1,179 to $1,348
    g. $1,349 or more

16. In what category is your most recent job?

    a. Never employed
    b. Managerial/administrative
    c. Professional/technical (nurse, lab tech, teacher, etc.)
    d. Sales
    e. Clerical (secretary, data processor, etc.)
    f. Skilled trade/craft (mechanic, carpenter, etc.)
    g. Operative (packer, wrapper, assembler, driver)
    h. Service worker (food service, cashier, teller, nurses aid, motel/hotel housekeeping)
    i. Self-employed
    j. Other, please specify _____

17. **Please circle *ALL* items that apply to your employment/ training status.**

    a. Never employed
    b. Have been employed but not now
    c. Underemployed (in low paying job using less skills than you have)
    d. In the same job you had when starting the program
    e. Enrolled/accepted for enrollment in occupational training
    f. Employed (since you began receiving services from the program)
    g. Looking for training
    h. Looking for employment

18. Please indicate the date you completed this survey _____

Thank you!

Program ID __

LEAD STAFF FOR SINGLE PARENT/HOMEMAKER PROGRAM: NEEDS ASSESSMENT SURVEY

1. What is your title? _____

2. What type of position do you hold as staff to the Single Parent/Homemaker Program? Please check/respond to All that apply.

   _____ Full-time on a _____ month basis (such as 9, 10, or 12 months) or
   _____ Part-time on a _____ month basis (such as 9, 10, or 12 months) At what percent time? _____%
   _____ Permanent position or _____ Annual contract; # of months/years with the program _____

3. Do you receive fringe benefits?
   ___ No ___ Yes - Please specify. _____

4. Which of the following services does your program offer? Please circle ALL letters that apply.

   a. Basic skills instruction/GED preparation
   b. Career awareness/career counseling
   c. Counseling in nontraditional/higher paying jobs
   d. Career assessment/planning
   e. Job readiness skills development (interviewing, resume writing, employers expectation, etc.
   f. Job placement information/assistance
   g. Job skills training/referral to training program, etc.
   h. Life skills instruction (confidence building, time and money management etc.)
   i. Financial assistance (child care/tuition, etc.)
   j. Personal counseling
   k. Group support
   l. Coordination/referral to other programs and agencies
   m. Other, please describe _____

5. How many hours make up the core of instruction in which all program enrollees participate? ___ Please describe.

6. How many hours of instruction are available for participants to self-select? ___ Please describe.

7. What activities and services have you found difficult to implement and to what do you attribute the difficulty?

8. Do you meet with other staff (such as technology division staff, basic skills coordinator, career counselor) at your institution regarding your Single Parent/Homemaker program and participants?
   ___ No ___ Yes If yes, please specify type of staff and the occasions for these meetings?

9. Please estimate the percent of program participants you refer to services and/or programs within your institution.

%		%	
___	Basic Skills Instruction	___	High Technology Training - Please specify.
___	Career Counseling		_____
___	Vocational Assessments		_____
___	Job Placement		_____
___	Financial Aid Assistance		_____
___	Handicapped and Disadvantaged Programs - Please specify.	___	Vocational Training - Please specify.
	_____		_____
	_____		
	_____		

___ Other - Please specify. _____

_____

10. What agencies, other than your own, have you referred participants for services? Please specify.

11. How do you communicate to/inform the following groups about your program, participants, services, and successes? Please specify.

District Board:

President/District Director and Administrators:

District Staff:

Community:

12. **What significant barriers (institutional, student, and community related) do you encounter in serving single parent/homemakers and moving them into education, training and employment? Please describe.**

- **Institutional** ***(lack of financial support from district, insufficient clerical support, low status of program, etc.):***

Student ***(lack of motivation and/or commitment, no reliable child care, no mode of transportation, etc.):***

Community ***(no employment opportunities, no public transportation, no drug or alcohol program, no battered women's shelter, etc.):***

ADDITIONAL SPACE FOR RESPONSES TO ITEMS 5 THRU 12 AND/OR OTHER COMMENTS PERTAINING TO THE OPERATION OF YOUR SINGLE PARENT/HOMEMAKER PROGRAM

Thank You!

Program ID __

INSTRUCTORS AND OTHER PROVIDERS OF EDUCATION
SERVICES AND ACTIVITIES IN SINGLE/PARENT HOMEMAKER PROGRAM:
NEEDS ASSESSMENT SURVEY

1) What is your title. _____

2) What type of position do you hold as staff to the Single Parent/Homemaker Program. Please check/respond to All that apply.

____ Full-time on a _____ month basis (such as 9, 10, or 12 months) or
____ Part-time on a _____ month basis (such as 9, 10, or 12 months) At what percent time? _____%
____ Permanent position or Annual contract; # of months/years with the programs ____

3) Do you receive fringe benefits?
____ No ____ Yes - Please specify.

PLEASE PROCEED TO THE ATTACHED FORMS

Curriculum Resources

The following list represents curriculum concepts that relate to single parents' and homemakers' skill development. For each concept, please check whether you have curriculum resources and/ or need curriculum resources. In the space provided please add concepts not included in this list.

Concept	Have	Need
Self-esteem building		
Personal empowerment		
Self image and projection		
Alcohol and other drug awareness		
Personal goal setting		
Values clarification		
Communication and assertiveness		
Family and interpersonal relationships		
Pregnancy prevention and family planning		
AIDS education		
Sexual abuse		
Physical abuse and protective behaviors		
Health and wellness (emotional and physical)		
Nutrition		
Life-style choices and roles		
Paternity		
Student assessment (interests, aptitudes and attitudes)		
Work experience and job shadowing		
Occupational decision-making and career choices		
Career goals and plans		
Matching skills and interests		
Exploring occupational training		
Exploring technology careers including the trades		
Exploring postsecondary education		
Nontraditional/higher wage occupations		
Realities and myths of women in the work force		
Current issues affecting work force participation (e.g., sexual harassment, health, discrimination)		
Balancing work and family (and school)		
Living with a disability		
Men's lives		
Stress management		
Life Transitions		

(continued on other side)

Concept	Have	Need
Issues of widowhood		
Dealing with separation and divorce		
Single parenting		
Pre apprenticeship training		
Entrepreneurship/starting a business		
New and emerging occupations		
High technology and computer-related occupations		
Labor market information		
Domestic violence		
Basic skills building		
Community resources		
District resources		

Other, please describe:

Staff Training Needs

Staff often express their need for comprehensive skills to work with single parents and homemakers. Indicate the type(s) of training/updating you and other program staff need as well as training you have had already.

Areas	Have Had	Need/Update
Abuse and neglect advocacy training		
Health education		
Human development training		
Case management skills		
Knowledge of parenting skills		
Understanding the dynamics and/or dysfunctional nature of participants lives		
Skills to empower and enable		
Alcohol and other drug abuse training		
Skills in interpersonal relationship building		
Knowledge of responsible sexual decision-making strategies		
Knowledge of pregnancy prevention and birth control methods		
Knowledge of family planning		
Knowledge of AIDS education		
Knowledge of life transitions		
Knowledge of issues pertaining to returning adult women		
Skills in working with the older women		
Advocacy skills		
Counseling skills		
Group facilitating skills for managing support groups		
Career planning/development skills		
Skills in planning and implementing a pre-apprentice program		
Needs of at-risk participants and retention strategies		
Team teaching skills		
Skills in using a team approach to program management		
Knowledge and understanding of culturally different and/or disadvantaged populations		
Sociology		
Psychology		
Human relations		
Verbal and written communication skills		
Grant writing skills		
Skills for working with physically disabled participants		
Skills for working with emotionally disturbed participants		
Skills for working with learning disabled participants		
Culture specific teaching skills		

(continued on other side)

Areas	Have Had	Need/Update
Knowledge/skills for membership in community agency councils		
Knowledge of legal issues concerning participants		
Networking skills		
Knowledge of community resources and agencies		
Knowledge of how to develop and maintain a referral system		
Outreach/recruitment skills		
Knowledge of other program serving single parents/homemakers		
Knowledge of welfare reform		
Knowledge of current relevant legislation		
Knowledge of/access to labor market information		

Other, please describe:

ON-SITE PARTICIPANT INTERVIEW

1. **What situation(s) brought you to the single parent/homemakers program? (living situation, loss of job, being forced off welfare, lack of marketable skills)**

2. **What marketable skills were you looking for/did you need?**

3. **What barriers (problems) did/do you experience/have that hamper your ability to obtain education, training, and employment?**

5. **How did the services you received from the Single Parent/Homemakers programs help you?**

6. **Are there any services that were/are not available that would have been/be helpful to you?**

7. Have your educational goals changed since you received services from the program?

8. Did you consider/are you enrolled or employed in a high technology/technical career? If yes or no, what influenced you?

9. Has your educational level changed since you received services from the programs?

10. Has your employment situation changed since you received services from the program?

11. Have you changed since you received services from the program? (e.g., attitudes, knowledge, understanding, feelings)? If yes, how?

12. **Additional comments about the program and delivery of services to you.**

13. **How did you hear about this program?**

14. **Do you have any suggestions that could make this program even more useful to women who are single parents, homemakers, and displaced homemakers?**

STAFF ON-SITE INTERVIEW FORMAT

Project_____

Date_____

Interviewer_____

Name/Title(s) of Interviewees_____

Number of months/years in program_____ Full-Time_____
Part Time_____% 9, 10, or 12 months

1. How is your SP/H program staffed? (List positions, full or part time, 9, 10, or 12 months, paid or volunteer)

   Fringe Benefits? Yes_____ No_____

2. What other funding sources do you have for your project besides Carl Perkin's Vocational Education funds?

3. What are the major services and activities provided to single parents/homemakers through your project? (Administer separate check off form)

4. From those you indicated on the check off form, please list the letters of the three services you found to be particularly successful.

   1 ____ 2 ____ 3 ____

   To what do you attribute success?

5. What major changes in services/activities have you had to make over the history of the project?

6. How are single parents/homemakers recruited and selected for program participation?

7. How do you determine participants needs?

8. What do you see as the participants' major needs? (Administer attached Activities and Services form)

9. Are there any unmet needs that exist among participants?

10. Who do you think should provide the services to meet those needs?

11. **What methods do you use to introduce higher wage occupations as career choices to your participants? (Administer attached check off form)**

12. **What circumstances/situations have contributed toward Project impact on participants (positive or negative)?**

13. **What do you see as the strengths of your Project?**

14. **What do you see as the weaknesses of your Project?**

15. What additional services and activities would you provide for single parents/homemakers if you had adequate resources?

16. Do you have recommendations for improved methods to provide single parents/homemakers with marketable skills?

17. What do you do by way of follow-up studies of participants?

18. How are you evaluating the outcomes of your services?

19. What printed and media resources have you found to be particularly helpful?

20. How do you coordinate activities and services within your institution to assist your participants with their career plans?

21. What is your project's relationship with other agencies in the community that can/do provide services to SP/H?

22. In your opinion, how effectively have the employment and training organizations/service providers in your community served the SP/H?

23. What is your project's relationship with your institution? What is your district's commitment to your project and participants?

24. Overall, are you satisfied with your project's goals, services, time lines? What would you like to change if you could?

25. What future plans or directions do you have for your project?

The Vocational Studies Center
University of Wisconsin-Madison
School of Education
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
(608) 263-3152

BEST COPY AVAILABLE